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ABSTRACT

This report contains 14 chapters on the following topics, as required by Texas Education Code 39.182 and 39.185: (1) State performance on the academic excellence indicators; (2) student performance on state assessments and correlation of course grades with state assessments; (3) students in alternative education settings; (4) performance of students at risk of dropping out of school; (5) student dropouts; (6) grade-level retention of students; (7) district and campus performance in meeting state accountability standards; (8) status of the curriculum; (9) waivers and deregulation; (10) administrative cost ratios of school districts; (11) district reporting requirements; (12) funds and expenditures of the Texas Education Agency; (13) comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and (14) character education programs. Highlights include rising scores on the Texas Assessment of Academic Skills (TAAS) tests, declining dropout rates, significant student advances in mathematics, and improvement on the reading TAAS assessment. In the 1999-2000 school year, 171,511 students were retained in grade. As of July 2001, the State Board of Education had awarded 223 open-enrollment charters, and 181 were in operation. In 2000-01, 55.7 percent of charter-school students participating in the English-version TAAS passed all tests taken. Statewide, 93.1 percent of the class of 2001 passed the exit-level TAAS. (Author/RT)

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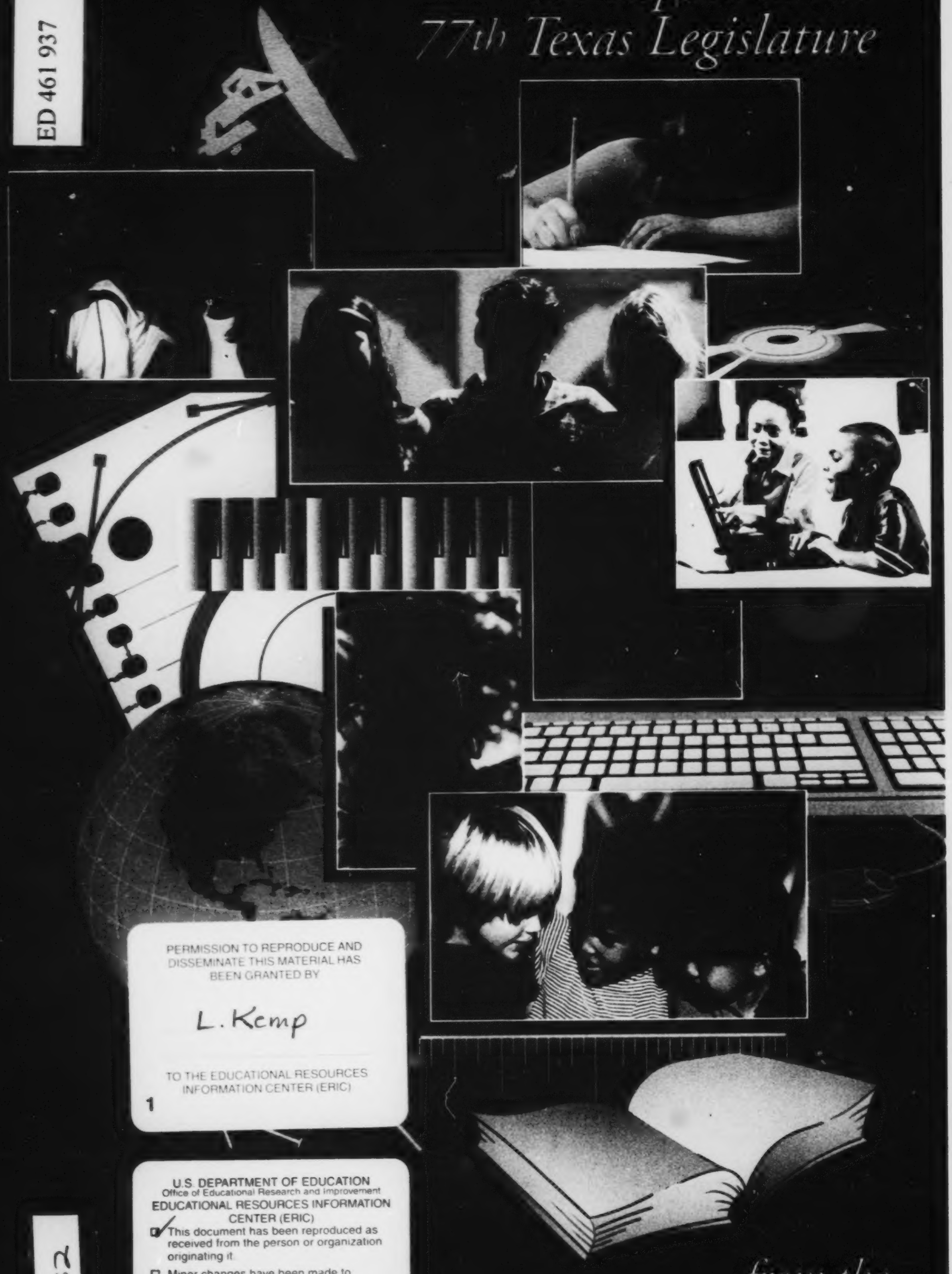
A Report to the 77th Texas Legislature

2001 COMPREHENSIVE ANNUAL REPORT ON TEXAS PUBLIC SCHOOLS



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Jim Nelson
Commissioner of Education

December 1, 2001

The Honorable Rick Perry, Governor of Texas
The Honorable Bill Ratliff, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

The *2001 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §§39.182 and 39.185 of the Texas Education Code and as modified by SB 702 and HB 946. The report must be submitted to you by December 1 of each year. As per HB 1016, this report will be posted by this date at the agency's web site under www.tea.state.tx.us/reports/. You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

This report contains an executive summary and 14 chapters on the following topics: state performance on the academic excellence indicators; student performance on the state performance assessments and the correlation of course grades with state assessments; students in alternative education settings; performance of students at risk of dropping out of school; student dropouts; grade level retention of students; district and campus performance in meeting state accountability standards; status of the curriculum; waivers and deregulation; administrative cost ratios of school districts; district reporting requirements; funds and expenditures of the Texas Education Agency; a comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and character education programs.

If you require additional information, please contact the agency staff listed at the end of each chapter.

Respectfully submitted,

Jim Nelson

Jim Nelson
Commissioner of Education

2001
Comprehensive Annual Report on Texas Public Schools

A Report to the 77th Texas Legislature from the Texas Education Agency

December 2001

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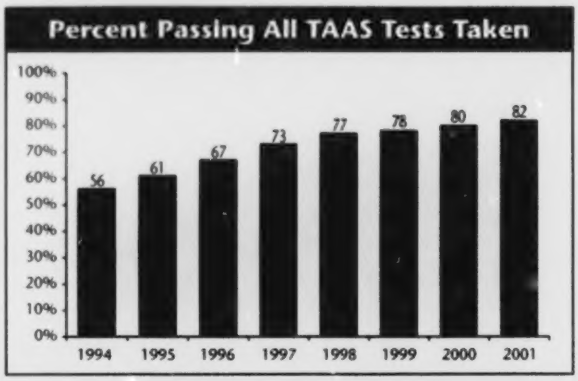
Executive Summary

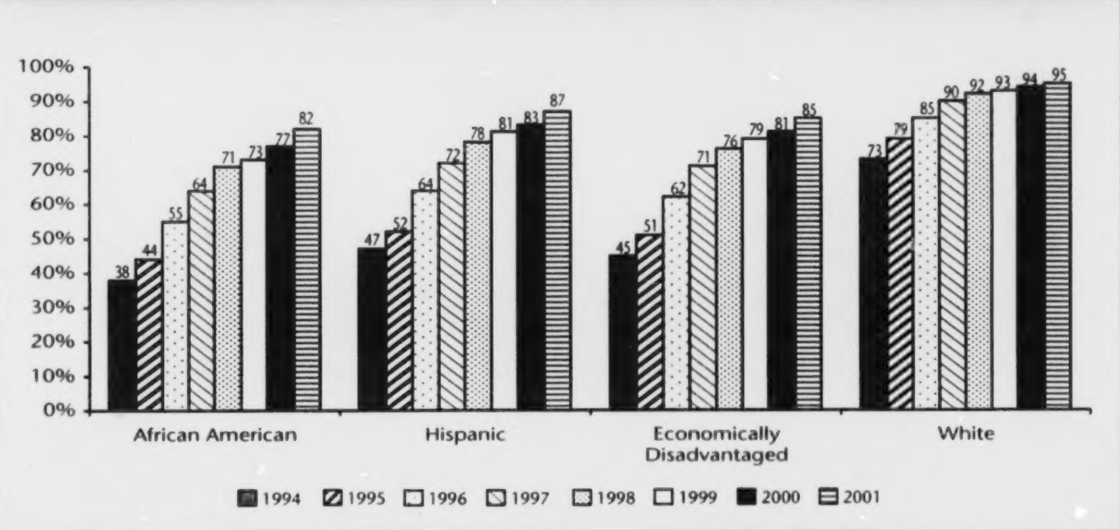
The following are highlights of the *2001 Comprehensive Annual Report on Texas Public Schools*:

- Rising scores on the Texas Assessment of Academic Skills (TAAS) tests and declining dropout rates caused the state of Texas as a whole to reach the equivalent of the *recognized* rating level in the state accountability system. Over 82 percent of all students taking the TAAS passed all tests taken* in 2001. Performance of all students increased by 26.5 percentage points over the past seven years, with increases of 38.3 percentage points for African American students; 34.4 percentage points for Hispanic students; and 34.6 percentage points for economically disadvantaged students. This increase is evident even as more students take the TAAS, fewer are being exempted, and more students are being included in the accountability system. In 2001, over 96 percent of students enrolled in the spring were tested and 85 percent of those assessment results were included in the accountability system.

Percent Passing All TAAS Tests Taken



Percent Passing Mathematics TAAS



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* *Results reflect the performance of only those students who were enrolled in the same district as of October of each school year. This assures that the accountability ratings are based only on the performance of students who have been in the same school district for most of the academic year. Results include performance of students served in special education who took the TAAS; performance of students who took the Spanish version of the TAAS in Grades 3-6; and 2,654 students statewide who met the testing requirement for graduation by passing 3 out of 4 end-of-course examinations prior to the spring semester of their sophomore year, rather than taking the exit-level TAAS.*

- Texas students continued to make significant advances in mathematics. In 2001, 90.2 percent of all students taking the mathematics TAAS in Grades 3-8 and Grade 10 passed, an increase of nearly 30 percentage points since 1994. Minority students and economically disadvantaged students have made especially impressive gains. Between 1994 and 2001, the percentage of African American students passing the mathematics TAAS increased by 43.8 percentage points; the percentage of economically disadvantaged students passing increased 40.3 percentage points; and the percentage of Hispanic students passing increased by 39.8 percentage points.

- Students have shown improvement on the reading TAAS assessment. In 2001, 88.9 percent of all students taking the reading test passed, an increase of 12.4 percentage points since 1994. The greatest improvements since 1994 in reading passing rates have been for: African American students with an increase of 19.5 percentage points; economically disadvantaged students with an increase of 19.4 percentage points; and Hispanic students with an increase of 19.4 percentage points.

- Statewide, 93.1 percent of the class of 2001 passed the exit-level TAAS, an increase of 10.3 percentage points over the passing rate (82.8%) for the class of 1995. Passing rates were higher for all student groups, i.e. African American, Hispanic, White, Native American, and Asian/Pacific Islander, and male and female students, in the class of 2001 compared to the class of 2000. In comparing the passing rates of the class of 2001 to the class of 1995, three student groups showed the largest gains. Native American students gained 16.6 percentage points; African American students gained 15.3 percentage points; and Hispanic students gained 14.3 percentage points.

- In spring 2001, students in special education who were taught the Texas Essential Knowledge and Skills (TEKS), but for whom the TAAS was not appropriate, took the State-Developed Alternative Assessment (SDAA) to establish a baseline to measure their progress starting in 2002. Of the 156,556 students who took the SDAA in reading, 3 percent scored at *Level I* or minimal skills; 28 percent scored at *Level II* or moderate skills; and 69 percent scored at *Level III* or sufficient skills. Of the 142,164 students who took the mathematics SDAA, 3 percent scored at *Level I*; 40 percent scored at *Level II*; and 57 percent scored at *Level III*. Of the 52,462 students who took the writing SDAA, 33 percent scored at *Level I*; 46 percent scored at *Level II*; and 21 percent scored at *Level III*. Currently the SDAA scores are not included in the accountability ratings, but they will become part of the school accountability system in the future.

- Of the 2,156,695 students eligible to be tested with the English or Spanish TAAS or the SDAA in 2001, 96.2 percent were tested. This was an increase from the 90.3 percent tested in 2000. The SDAA first became available in 2001. Exemptions for students in special education decreased from 7.1 percent in 2000 to 1.1 percent in 2001. Of all students tested, 6.4 percent took the SDAA rather than the TAAS.

- A total of 23,457 students in Grades 7-12 were identified as dropouts in the 1999-00 school year, down from 27,592 in 1998-99. The decline in the number of dropouts was the largest since the 1994-95 school year. The 1999-00 annual dropout rate decreased to 1.3 percent from the 1998-99 rate of 1.6 percent. The class of 2000 Grade 9 cohort longitudinal dropout rate was 7.2 percent. The target set in law is to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code §39.182). To meet this statutory goal, the longitudinal dropout rate will need to be reduced by about one-third.

- In the 1999-00 school year, a total of 171,511 students were retained in grade. The overall retention rate for students in Grades K-12 was 4.7 percent. The rate was unchanged from the year before. Although the retention rate for students in Grade 9 declined by almost 1 percentage point from the previous year, this group still had the highest average retention rate (17.7%) across all grade levels. At the elementary level, the highest retention rate was found in Grade 1 (6.3%). Males were retained more often than females. African American and Hispanic students were retained more often than White students or students from other ethnic groups.

- Participation in AP/IB examinations continued to increase. The percent of 11th or 12th graders taking at least one Advanced Placement (AP) or International Baccalaureate (IB) test rose to 14.3 percent in 2000-01 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 1999-00 and 2000-01. The number of AP examinees in Texas has increased by 118.0 percent since 1996, compared to a national increase of 56.3 percent.

- Slightly over 120,000 Texas students in the class of 2000 took either the SAT I or the ACT by the end of the 1999-00 school year. Participation in college admission testing has increased at higher rates in Texas than nationally. From 1996 to 2000, the number of SAT I test takers increased 21.9 percent in Texas, compared to 16.2 percent nationwide; while the number of ACT test takers increased 22.7 percent in Texas, compared to 15.2 percent nationwide. The percentage of examinees that scored at or above the criterion score on either test was 27.3 percent for the class of 1999, up from the 26.3 percent for the class of 1996.

- Performance on the Algebra I end-of-course (EOC) test, although far from satisfactory, rose to 49.2 percent passing in 2001 from 27 percent passing in 1996. Mastery of Algebra is a strong indicator of preparation for college, and beginning with the freshman class of 1998, Algebra I became a required course for high school students. Performance on the Biology EOC test improved to 79.3 percent passing in 2001 as compared to 71.0 percent passing in 1995. While the percent of students passing the English II EOC test in 2001 (75.1%) was an improvement over the 74.0 percent passing in 1999, it was a decrease from the 77.7 percent passing in 2000. Students taking the U.S. History EOC tests had a passing rate of 74.3 percent, up from the 71.0 percent passing in 1999. These results are a summary across all testing periods.

- The number of districts and campuses that received *exemplary* and *recognized* ratings from the state accountability system continued to increase over previous years although the accountability standards were raised and more students were included in the system. There were nearly 13 times as many *exemplary* districts in 2001 (178) as there were in 1995 (14). The number of *recognized* districts more than tripled (137 to 471) over this same time period. These increases were also seen in campus ratings. There were more than 6 times as many *exemplary* campuses in 2001 (1,571) as there were in 1995 (255). The number of *recognized* campuses more than doubled from 1995 to 2001 (1,004 versus 2,328). The number of campuses rated *low performing* decreased from 255 in 1995 to 100 in 2001. During this same time period, the number of *academically unacceptable* districts decreased from 34 in 1995 to 1 in 2001.

- As of July 2001, the State Board of Education (SBOE) had awarded 223 open-enrollment charters, and 181 were in operation. In 2001, 160 open-enrollment charter schools received accountability ratings. Of those rated under the regular accountability system: 5 were rated *exemplary*; 9 were rated *recognized*; 43 were rated *acceptable*; and 42 were rated *low performing*. Of those rated under the alternative education (AE) accountability procedures: 1 was rated AE: *commended*; 23 were rated AE: *acceptable*; and 37 were rated AE: *needs peer review*.

- In 2000-01, 55.7 percent of charter school students participating in the English-version TAAS passed all tests taken. The percentage passing in at-risk charters was slightly lower – 53.1 percent. The average passing rate for the state, excluding charters, was 82.2 percent. Regardless of student group, subject, or grade, average passing percentages on the English-version TAAS in school districts were higher than in charters.

- In some grade-levels and for some student groups, charters serving predominantly at-risk students outperformed charters as a whole. Specifically, Grades 4-7, and Hispanic and economically disadvantaged student groups at at-risk charters had higher passing rates on the English-version TAAS than other charters. At-risk charters had strong performances among students taking the Spanish-version TAAS tests. In Grades 3 and 5 reading and Grade 4 mathematics and writing, charters serving predominantly at-risk students had higher passing rates than other charters and school districts.

◆ The Grades 7-12 annual dropout rate for all charters was 6.1 percent in 1999-00. This rate was 5.0 percentage points higher than the 1.1 percent annual dropout rate for school districts, excluding charters. The Grades 7-12 annual dropout rate for charters serving primarily at-risk students was 7.0 percent.

◆ In 1995, districts were required by the Safe Schools Act to establish Disciplinary Alternative Education Programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses. In 1999-00, 85,849 students were placed in DAEPs, an increase from the 64,897 placed in DAEPs in 1997-98. In 1999-00, average placement time in DAEPs was 26.5 days. On the 2000 TAAS, DAEP students had a passing rate in reading of 66.0 percent compared to the state rate of 87.4 percent. In mathematics, the DAEP passing rate was 67.4 percent compared to the state rate of 87.4 percent. Statewide, 90.2 percent of students were tested in reading and mathematics in 2000, while only 72.3 percent of DAEP students were tested in reading. Students in DAEPs had a much higher absence rate of 7.4 percent compared to the state rate of 0.6 percent; the DAEP student exemption rate for special education of 15.9 percent was more than twice the 7.1 percent statewide.

This report contains 14 chapters on the following topics, as required by Texas Education Code §§39.182 and 39.185:

1. State performance on the academic excellence indicators;
2. Student performance on state assessments and correlation of course grades with state assessments;
3. Students in alternative education settings;
4. Performance of students at risk of dropping out of school;
5. Student dropouts;
6. Grade-level retention of students;
7. District and campus performance in meeting state accountability standards;
8. Status of the curriculum;
9. Waivers and deregulation;
10. Administrative cost ratios of school districts;
11. District reporting requirements;
12. Funds and expenditures of the Texas Education Agency;
13. Comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and,
14. Character education programs.

1. Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in Texas law, adopted by the commissioner of education, or adopted by the State Board of Education (SBOE). Detailed analysis of Texas Assessment of Academic Skills (TAAS) results and dropout rates can be found in Chapters 2 and 5 of this Comprehensive Annual Report. This section provides an analysis of other measures and indicators in the Academic Excellence Indicator System (AEIS) State Performance Report, which are located on pages 6 to 16, and include:

- numerical progress of students who failed the reading or mathematics portion of TAAS the prior year;
- percent of change in proficiency level for students taking the Reading Proficiency Tests in English (RPTE);
- cumulative percent of students passing the exit-level TAAS;
- results from end-of-course tests;
- participation of students in TAAS testing (i.e., percentages of students tested and not tested);
- attendance rates;
- completion rates/student status rates;
- completion of advanced courses;
- completion of the recommended high school program;
- results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test;
- results from college admission tests (SAT I and ACT); and
- profile information on students, programs, staff, and finances.

Progress of Prior Year TAAS Failers

For this indicator, the progress of students who failed the reading or mathematics portion of the TAAS (English version) is calculated by comparing the performance of students who failed TAAS in the prior year with their performance in the current year. This indicator provides two measures: (1) the average Texas Learning Index (TLI) growth for these students between the prior and current year and (2) the percent of students failing these assessments in the prior year who passed them in the current year. A report providing this information for Grades 4-8 and 10 for each campus and district is accessible from 2000-01 Academic Excellence Indicator System (AEIS) reports on the Division of Performance Reporting's web site.

Statewide, students who failed one or more of the TAAS tests in 2000 demonstrated an average TLI growth of 10.89 in reading and 10.97 in mathematics in 2001, up from 9.32 in reading and 8.82 in mathematics in 2000. Average TLI growth in 2001 was higher for all student groups in both reading and mathematics compared to 2000, with one exception in reading. In reading, Native American students showed 10.73 average TLI growth in 2001, a decline from 11.24 in 2000. It is important for students who fail the TAAS in a given year to demonstrate substantial growth so that they will be prepared to pass the exit-level TAAS, currently administered at Grade 10, and therefore meet the testing requirement for graduation.

Over half, 52.2 percent, of the students who failed the reading assessment in 2000 passed this test in 2001 statewide. This is an improvement from 2000, when 49.0 percent passed after failing read-

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Technical Note. *The TAAS results shown in the AEIS State Performance Report on pages 6 to 16 differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance chapter, however, contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. Unlike AEIS results, in the Student Performance chapter, English and Spanish test results are not combined, and students who met the testing requirements for graduation by passing end-of-course tests are not included. TAAS results in both chapters reflect similar trends.*

ing in 1999. The results for mathematics were even better, with 57.4 percent of prior year failers passing in 2001, compared to 49.8 percent in 2000. Average percent passing in 2001 was higher than in 2000 for all student groups.

Reading Proficiency Tests in English

Results from the Reading Proficiency Tests in English (RPTE) were reported for the first time this year. The RPTE measures annual growth of students learning English among three levels of proficiency: *Beginning, Intermediate,* and *Advanced.* Limited English proficient (LEP) students in Grades 3-12 take the RPTE until they achieve a rating of *Advanced*, after which they subsequently take the TAAS assessments. The AEIS reports the levels of proficiency obtained in 2001 by students who attained *Beginning* and *Intermediate* proficiency in 2000. Of those students who scored at the *Beginning* level in 2000, 44.8 percent remained in that score range in 2001, 36.1 percent moved to the *Intermediate* level, and 19.1 percent moved to *Advanced.* Of those students who scored at the *Intermediate* level in 2000, 5.4 percent declined to the *Beginning* level, 32.3 percent remained at the *Intermediate* level, and 62.3 percent moved to the *Advanced* level in 2001.

Cumulative Percent Passing Exit-Level TAAS

Students, except certain students in special education, must pass the exit-level TAAS in reading, mathematics, and writing to receive a high school diploma. The exit-level TAAS is first administered in the spring of the students' tenth grade year. Students have seven additional opportunities to retake the test until their graduation date.

This measure reports the percent of students passing all tests taken on the exit-level TAAS for the class of 2001 and the class of 2000. For example, the TAAS cumulative passing rate for the class of 2001 shows the percentage of students who first took the exit-level test in spring 1999 when they were sophomores, and eventually passed all tests taken by the end of their senior year, May 2001. The measure includes only those students who took the test in the spring of the tenth grade and continued to retake the test, if needed, in the same district.

Statewide, 93.1 percent of the class of 2001 and 91.6 percent of the class of 2000 passed the exit-level TAAS. Passing rates were higher for all student groups, i.e., African American, Hispanic, White, Native American, and Asian/Pacific Islander, and male and female students, in the class of 2001 than the class of 2000. The greatest gains were for Native American students (93.0% compared to 88.7%) and Hispanic students (88.8% compared to 86.6%).

Results for End-of-Course Examinations

Students completing Algebra I, Biology, English II, or United States History must take an end-of-course examination. The AEIS shows the percent of students who took the test, and who passed the test in the summer preceding the school year or either December or May of each school year. For Algebra I, results for students in Grades 7-12 are reported. Results for students in Grades 9-12 are reported for Biology, English II, and United States History.

Statewide in 2000-01, 17.2 percent of students in Grades 7-12 took the Algebra I test, down slightly from the 17.6 percent taking this test the previous year. In Grades 9-12, 23.8 percent of students took the Biology test in 2000-01, down from 24.0 percent the prior year; 22.0 percent took English II in 2000-01, up very slightly from 21.9 percent the prior year; and 18.5 percent took United States History in 2000-01, compared to 18.7 percent the prior year.

The percent of students passing Algebra I was 49.2 in 2000-01, up from 1999-2000 when 43.9 percent passed the test. This was the greatest improvement among end-of-course examinations. The percent passing Biology and English II in Grades 9-12 declined slightly from 1999-2000 to 2000-01 while the percent passing United States History increased. The percent passing Biology was 79.9 in 2000-01, compared to 80.3 percent in 1999-2000. For English II, 75.1 percent of students passed in 2000-01, while 77.7 percent passed the prior year. Statewide, 74.3 percent of students passed United States History in 2000-01, an improvement over 1999-2000 when 72.1 percent passed. End-of-course assessments are considered the best currently available predictor of performance on the new exit-level examinations to be administered in 2003.

TAAS Participation

Every student enrolled in a Texas public school in Grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS test or the State-Developed Alternative Assessment (SDAA). The SDAA was developed as an assessment designed to measure growth for students served in special education in Grades 3 through 8 for whom the TAAS is not appropriate. The TAAS participation section of the AEIS reports provides the percentages of students tested and not tested, and other categories of results that are excluded or included in evaluations for accountability ratings purposes. The percentages are based on the unduplicated count of students for whom a TAAS or SDAA answer document was submitted. In 2001, test results for accountability evaluations included students in regular and special education in Grades 3 through 8 and 10 who took the TAAS, as well as students served and not served in special education who took the Spanish version of TAAS in Grades 3 through 6. Because 2001 was a baseline year for the SDAA, results for the SDAA were not included in accountability evaluations this year. Results of the SDAA will become part of the school accountability system in the future.

In 2001,

- 96.2 percent of students were tested. The results of 85.0 percent of students were included for accountability ratings purposes. The results of 11.2 percent were excluded for the following policy reasons: 4.8 percent were students not enrolled in the fall in the district where they tested in the spring (mobile subset), and 6.4 percent took the SDAA assessments only.
- 3.8 percent of students were not tested. Of those, 0.6 percent were absent on all days of testing, 1.1 percent were students served in special education who were exempt from all the tests by their Admission, Review, and Dismissal (ARD) Committee, 1.4 percent were exempt from all tests due to limited English proficiency (LEP), and 0.7 percent had answer documents coded with combinations of the "not tested" categories or had their testing disrupted by illness or other similar events.
- LEP exemptions were highest for Hispanic students (3.0%) and Asian/Pacific Islanders (4.1%). The Spanish TAAS has been available since 1997 for Spanish-speaking students in Grades 3-6 who otherwise might have been exempted due to limited English proficiency. The LEP exemption is not an option for exit-level examinees.
- 45.3 percent of the students in special education participated in the SDAA. The highest percentages of SDAA examinees were African Americans (10.3%), males (8.2% compared to 4.5% for females), and economically disadvantaged students (9.3%). These percentages may represent repeated measures of the same set of students since some students may belong to two or more of these groups.

Student Attendance

Student attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. In 2001, statewide standards for attendance were set at 96 percent for districts, and for middle, junior high, and multi-level schools; 95 percent for high schools; and 97 percent for elementary schools. The statewide attendance rate rose slightly to 95.6 percent in the 1999-2000 school year from 95.4 percent in 1998-99. Rates for all student groups were at or above the 94 percent standard for both the 1998-99 and 1999-2000 school years. Although the attendance rate is no longer a base indicator for the Accountability Rating Standards, it is evaluated for Additional Acknowledgement.

Completion Rate/Student Status Rate

The completion rate/student status rate tracks a group (or cohort) of students enrolled as 9th graders through four school years. These longitudinal rates measure if students in the cohort graduated, received their General Education Development (GED) certificate, remained enrolled in high school in the fall following their expected graduation year, or dropped out. This latter measure is an actual four-year longitudinal dropout rate. The longitudinal dropout rate indicates the percentage of students from a cohort who drop out before completing high school. The four measures sum to 100 percent and are intended to show the statuses of students in their expected year of high school graduation. For example, the class of 2000 completion rate includes those students who were in the 9th grade in 1996-97 and graduated (either on time or early), received a GED, were still enrolled during the 2000-01 school year, or dropped out.

The percent of students who graduated increased with the class of 2000 (80.7%) compared to the class of 1999 (79.5%). Almost five percent (4.8%) of the class of 2000 received a GED, compared to 4.0 percent of the class of 1999. Among those expected to graduate with the class of 2000, 7.3 percent were still enrolled during the 2000-01 school year, compared to 8.0 percent of the class of 1999 who were still enrolled during the 1999-2000 school year. Of the class of 2000, 7.2 percent of students dropped out prior to their expected graduation year, compared to 8.5 percent of the class of 1999. The highest actual four-year longitudinal dropout rates among the student groups expected to graduate in 2000 were 11.6 percent for economically disadvantaged students, 11.2 percent for Hispanic students, and 11.0 percent for students served in special education. Statewide the four-year longitudinal dropout rates decreased for each individual student group, except for Native American students, from the class of 1999 to the class of 2000.

Percentage Completing Advanced Courses

The percentage of students completing the advanced courses indicator is based on a count of the number of students who complete and receive credit for at least one advanced course in Grades 9-12. The course list includes all advanced courses as well as the College Board Advanced Placement (AP) courses, and the International Baccalaureate (IB) courses. This year the definition of advanced courses was broadened to include dual enrollment courses for which a student can obtain both high school and college credit.

In 1999-2000, the most recent year for which data were available, 20.1 percent of students in Grades 9-12 completed at least one advanced course. Forty-one percent of Asian/Pacific Islander students completed one or more advanced courses, followed by White students at 23.6 percent, Native American students at 18.4 percent, Hispanic students at 15.6 percent, and African American students at 14.9 percent. Although the percent of students taking one or more advanced courses remained steady from 1998-99 to 1999-2000 statewide, participation among most individual student groups (Hispanic, Native American, Asian/Pacific Islander, female, economically disadvantaged, and students in special education) increased slightly.

Percentage Completing Recommended High School Graduation Program

This indicator shows the percentage of graduates reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Graduation Program. It also includes those who met the requirements for the Distinguished Achievement Graduation Program.

For the class of 2000, 38.6 percent of students statewide met the requirements for the Recommended High School Graduation Program, up from the 15.0 percent reported for the class of 1999. There are several reasons for substantial increases across all student groups on this performance measure. The Recommended High School Graduation Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. Students are beginning to qualify for this program in significant numbers. Up until the most recent school year, most districts continued to report their advanced students as having completed either the "Advanced High School Program," or the "Advanced High School Honors Program," programs that will no longer be reported beginning with the class of 2001 graduates.

Advanced Placement (AP) and International Baccalaureate (IB) Results

This indicator reports the results of the College Board AP and the IB examinations taken by Texas public school students in a given school year. High school students may take these examinations, usually upon completion of AP or IB courses, and may receive advanced placement, credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. These are referred to as the "criterion scores" in the points below.

- The percent of 11th or 12th graders taking at least one AP or IB examination rose from 12:7 percent in 1999-00 to 14.3 percent in 2000-01. The percentages of students participating in these examinations rose for all student groups between 1999-2000 and 2000-01.

- The percent of examinations with scores above the criterion declined statewide from 53.9 percent in 1999-2000 to 50.1 percent in 2000-01. This is the fourth year of decline for this measure, which was 57.4 percent in 1997-98. Performance for all student groups declined on this measure in 2000-01.
- The percent of examinees with at least one score above the criterion, a 3 or above on the AP examination or IB scores of 4 or above, decreased statewide from 57.9 percent in 1999-2000 to 54.0 percent in 2000-2001. All student groups declined on this measure in 2000-01.

The overall declines in the percentages of AP/IB examinations and examinees with high scores should be considered in the context of increased participation in AP/IB examinations. Generally speaking with tests of this nature, as participation rates increase, overall performance tends to decrease.

TAAS/TASP Equivalency

The Texas Academic Skills Program (TASP) is a test of reading, writing, and mathematics proficiency, required of all persons entering undergraduate programs at Texas public institutions of higher education for the first time. This indicator shows the percent of graduates who did well enough on the exit-level TAAS to have a 75 percent likelihood of passing the TASP test.

Equivalency rates for the class of 2000 showed that 58.5 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. This is an improvement over the equivalency rate for the class of 1999, at 53.5 percent. All student groups improved on this measure.

College Admission Tests

Results from the SAT I of the College Board and the Enhanced ACT of the American College Testing Program are included in this indicator.

- Statewide, the percentage of examinees who scored at or above the criterion score on either test (1,110 on the SAT I or 24 on the ACT) was 27.3 percent for the class of 2000, up very slightly from 27.2 percent for the class of 1999.
- The percentage of graduates who took either the SAT I or the ACT increased from 61.8 percent for the class of 1999 to 62.2 percent for the class of 2000.
- The average SAT I score for the class of 2000 was 990, an increase from 989 for the class of 1999.
- The average ACT composite score was 20.3 for the class of 2000, a slight improvement from 20.2 for the class of 1999.

Profile Information

In addition to performance data, the AEIS State Performance Report also provides descriptive profile statistics (counts/percentages) on a variety of data on students, programs, staff, and finances.

Agency Contact Person

Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701 and Cherry Kugle, Managing Director, Division of Performance Reporting, (512) 463-9704.

Other Sources of Information

AEIS Performance Reports and Profiles for each public school district and campus, available from each district, the agency's Division of Communications, (512) 463-9000, or online at www.tea.state.tx.us/perfreport/.

Pocket Edition, 2000-01: Texas Public School Statistics, published by the Division of Performance Reporting, Department of Accountability Reporting and Research, available in December 2001.

Snapshot 2001: School District Profiles, published by the Division of Performance Reporting, Department of Accountability Reporting and Research, available in early 2002.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3 (English)											
Reading	2001	86.8%	77.6%	82.3%	93.2%	85.8%	94.2%	85.6%	88.0%	80.3%	80.5%
	2000	87.9%	79.5%	83.6%	93.8%	89.8%	93.8%	85.7%	90.1%	81.9%	80.1%
Math	2001	83.1%	69.9%	78.9%	90.4%	80.6%	93.8%	83.6%	82.5%	76.1%	74.6%
	2000	80.6%	65.8%	75.6%	88.7%	79.9%	92.1%	80.7%	80.4%	72.7%	69.9%
All Tests	2001	78.2%	63.6%	72.4%	87.3%	76.5%	90.9%	78.0%	78.5%	69.3%	68.8%
	2000	77.1%	61.7%	71.0%	86.4%	77.3%	89.6%	76.2%	78.0%	68.0%	65.6%
TAAS % Passing Grade 3 (Spanish)											
Reading	2001	76.7%	76.5%	76.7%	78.0%	71.4%	66.7%	73.3%	80.1%	76.6%	59.4%
	2000	75.7%	50.0%	75.7%	76.2%	66.7%	100.0%	71.0%	80.5%	75.6%	63.2%
Math	2001	83.5%	90.9%	83.5%	88.1%	66.7%	83.3%	83.6%	83.3%	83.4%	73.8%
	2000	75.1%	47.4%	75.2%	78.3%	66.7%	100.0%	75.5%	74.8%	75.1%	63.2%
All Tests	2001	71.5%	77.3%	71.5%	79.1%	57.1%	66.7%	69.2%	73.8%	71.4%	56.0%
	2000	66.3%	35.0%	66.4%	65.2%	66.7%	100.0%	63.9%	68.9%	66.2%	52.5%
TAAS % Passing Grade 4 (English)											
Reading	2001	90.8%	83.8%	87.3%	95.8%	91.4%	96.3%	89.4%	92.2%	85.8%	85.0%
	2000	89.9%	82.8%	85.8%	95.1%	88.8%	95.2%	88.5%	91.4%	84.3%	81.6%
Writing	2001	89.2%	83.9%	86.9%	92.7%	88.6%	94.3%	86.8%	91.6%	85.1%	80.8%
	2000	90.3%	84.7%	86.9%	94.5%	89.4%	94.7%	88.0%	92.6%	85.5%	79.8%
Math	2001	91.3%	83.0%	89.0%	95.7%	91.0%	97.2%	91.2%	91.5%	87.0%	85.2%
	2000	87.1%	75.7%	83.1%	93.4%	86.7%	95.7%	87.5%	86.8%	80.7%	77.0%
All Tests	2001	81.6%	70.5%	77.1%	88.5%	80.9%	91.1%	79.4%	83.8%	74.2%	72.7%
	2000	80.3%	67.0%	74.3%	88.5%	79.1%	90.8%	78.6%	81.9%	71.4%	67.0%
TAAS % Passing Grade 4 (Spanish)											
Reading	2001	66.4%	85.7%	66.4%	84.6%	*	*	61.3%	71.5%	66.2%	46.3%
	2000	58.4%	*	58.5%	69.6%	*	*	53.5%	63.1%	58.4%	42.9%
Writing	2001	76.0%	76.9%	76.0%	76.9%	*	*	72.2%	79.8%	75.9%	58.0%
	2000	73.8%	*	73.8%	87.0%	66.7%	*	68.3%	78.9%	73.7%	52.1%
Math	2001	89.3%	100.0%	89.3%	93.3%	*	*	88.7%	90.0%	89.2%	81.5%
	2000	77.0%	*	77.0%	76.2%	*	*	76.7%	77.3%	76.9%	58.2%
All Tests	2001	59.5%	71.4%	59.5%	81.3%	*	*	54.9%	64.2%	59.3%	44.2%
	2000	52.2%	*	52.3%	60.9%	42.9%	*	47.1%	57.1%	52.2%	36.9%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
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Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 5 (English)											
Reading	2001	90.2%	84.0%	86.2%	95.1%	89.7%	95.7%	88.7%	91.6%	84.8%	81.1%
	2000	87.8%	79.8%	82.0%	94.2%	89.3%	94.3%	86.0%	89.5%	80.9%	74.6%
Math	2001	94.6%	89.2%	93.1%	97.2%	93.2%	98.5%	94.1%	95.1%	91.7%	87.9%
	2000	92.1%	84.1%	89.6%	96.1%	92.5%	97.5%	91.5%	92.6%	88.0%	81.6%
All Tests	2001	88.2%	80.0%	84.0%	93.8%	87.0%	95.3%	86.7%	89.6%	82.1%	79.0%
	2000	85.0%	74.6%	79.1%	92.3%	86.8%	93.5%	83.4%	86.6%	77.4%	71.1%
TAAS % Passing Grade 5 (Spanish)											
Reading	2001	71.8%	80.0%	71.8%	100.0%	*	-	67.8%	75.5%	71.5%	53.0%
	2000	52.6%	*	52.6%	54.5%	*	*	47.4%	57.6%	51.7%	31.2%
Math	2001	87.1%	60.0%	87.2%	*	*	-	86.8%	87.5%	87.1%	77.4%
	2000	76.8%	*	76.7%	66.7%	*	*	76.0%	77.5%	76.3%	59.5%
All Tests	2001	69.6%	60.0%	69.5%	100.0%	*	-	66.1%	72.8%	69.4%	57.6%
	2000	50.3%	*	50.3%	54.5%	*	*	45.8%	54.7%	49.5%	37.8%
TAAS % Passing Grade 6 (English)											
Reading	2001	85.6%	77.9%	78.6%	93.3%	88.1%	93.5%	83.5%	87.7%	77.4%	68.9%
	2000	86.0%	79.4%	78.2%	93.6%	89.2%	93.9%	83.5%	88.4%	77.5%	67.5%
Math	2001	91.4%	84.8%	87.9%	96.0%	92.9%	97.5%	90.3%	92.6%	86.7%	77.5%
	2000	88.5%	79.4%	83.7%	94.5%	90.5%	96.5%	87.3%	89.7%	82.2%	70.4%
All Tests	2001	82.7%	72.9%	75.1%	91.5%	85.6%	92.8%	80.5%	85.0%	73.6%	65.5%
	2000	81.5%	71.0%	73.1%	90.8%	84.0%	92.6%	79.1%	84.0%	71.7%	60.3%
TAAS % Passing Grade 6 (Spanish)											
Reading	2001	50.3%	*	50.5%	20.0%	*	-	49.0%	51.7%	49.7%	33.3%
	2000	28.2%	-	28.2%	14.3%	*	-	24.0%	32.3%	28.7%	23.1%
Math	2001	69.6%	*	70.0%	*	*	-	71.2%	67.8%	69.0%	*
	2000	52.9%	-	52.9%	42.9%	*	-	49.2%	56.7%	53.5%	69.2%
All Tests	2001	47.0%	*	47.3%	20.0%	*	-	46.6%	47.5%	46.5%	33.3%
	2000	25.7%	-	25.7%	14.3%	*	-	21.9%	29.6%	26.4%	31.3%

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Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 7											
Reading	2001	89.4%	82.8%	83.3%	95.8%	92.2%	95.6%	87.7%	91.0%	82.3%	73.1%
	2000	83.5%	75.6%	74.7%	92.1%	89.1%	91.8%	81.4%	85.5%	73.5%	58.6%
Math	2001	89.6%	81.3%	86.0%	94.4%	91.8%	97.4%	87.8%	91.3%	84.3%	71.6%
	2000	88.1%	78.1%	83.7%	94.0%	88.1%	96.3%	86.3%	89.8%	81.6%	66.0%
All Tests	2001	84.3%	73.9%	77.6%	92.3%	87.8%	94.3%	82.0%	86.6%	75.7%	63.6%
	2000	79.3%	67.8%	70.1%	89.4%	82.8%	90.5%	76.9%	81.8%	68.1%	52.0%
TAAS % Passing Grade 8											
Reading	2001	91.9%	88.0%	87.4%	96.4%	92.8%	96.2%	90.5%	93.3%	86.5%	76.2%
	2000	89.6%	83.6%	84.0%	95.1%	93.3%	94.8%	87.8%	91.4%	82.7%	68.9%
Writing	2001	85.8%	79.5%	79.8%	92.0%	88.5%	92.4%	81.6%	89.9%	78.2%	58.0%
	2000	84.3%	76.4%	76.9%	91.7%	86.7%	92.0%	80.5%	88.1%	75.4%	53.8%
Math	2001	92.4%	85.6%	89.2%	96.7%	93.0%	97.7%	91.6%	93.3%	87.9%	77.8%
	2000	90.2%	81.8%	86.1%	95.2%	91.1%	97.1%	89.7%	90.7%	84.5%	70.7%
Science	2001	91.8%	84.3%	87.0%	97.5%	95.2%	96.7%	92.2%	91.4%	85.9%	76.4%
	2000	88.2%	78.9%	81.3%	95.5%	93.8%	95.3%	88.6%	87.8%	80.2%	67.9%
Social S.	2001	77.0%	65.3%	65.2%	88.9%	81.7%	90.5%	78.1%	75.8%	63.7%	50.3%
	2000	71.8%	58.1%	57.8%	85.2%	77.0%	87.0%	73.0%	70.5%	56.5%	43.9%
All Tests	2001	69.2%	54.9%	56.6%	82.6%	75.1%	85.2%	67.6%	70.8%	54.3%	37.7%
	2000	64.6%	48.3%	50.1%	79.1%	67.8%	82.6%	63.5%	65.6%	48.0%	31.8%
TAAS % Passing * Grade 10											
Reading	2001	90.0%	84.1%	83.5%	96.0%	91.5%	90.6%	88.9%	91.1%	82.0%	67.1%
	2000	90.3%	85.9%	83.1%	96.1%	94.2%	91.2%	88.9%	91.7%	82.0%	68.0%
Writing	2001	89.1%	85.4%	83.0%	94.0%	89.7%	91.9%	86.5%	91.6%	82.0%	63.9%
	2000	90.7%	86.6%	84.5%	95.8%	93.8%	91.5%	88.5%	92.9%	83.5%	65.0%
Math	2001	89.3%	80.2%	84.1%	94.8%	89.7%	95.8%	89.6%	89.0%	83.0%	64.1%
	2000	86.8%	75.0%	80.8%	93.2%	88.3%	94.6%	86.9%	86.7%	79.2%	58.3%
All Tests	2001	80.3%	69.2%	71.0%	89.3%	79.8%	86.4%	78.3%	82.2%	68.9%	46.4%
	2000	80.4%	68.2%	70.4%	89.8%	84.2%	86.5%	78.7%	82.1%	68.4%	45.6%

* Credit for End-of-Course examinations is not included in the passing rate.

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Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Progress of Prior Year TAAS Failers											
Sum of 4-8 & 10											
Average TLI Growth											
Reading	2001	10.89	10.14	10.34	12.89	10.73	13.06	11.12	10.59	10.28	10.07
	2000	9.32	9.06	8.76	10.73	11.24	11.33	9.50	9.10	8.78	7.82
Math	2001	10.97	10.77	10.79	11.48	10.34	12.81	11.01	10.92	10.98	9.84
	2000	8.82	8.39	8.65	9.52	9.59	11.53	9.10	8.54	8.60	7.73
Percent of Failers Passing TAAS											
Reading	2001	52.2%	48.6%	49.1%	62.9%	56.5%	60.6%	51.4%	53.2%	48.6%	49.5%
	2000	49.0%	45.5%	46.6%	57.2%	56.0%	59.4%	48.1%	50.2%	45.5%	40.7%
Math	2001	57.4%	52.9%	55.5%	65.9%	57.9%	68.6%	56.7%	58.1%	55.2%	51.6%
	2000	49.8%	43.9%	48.4%	58.3%	51.3%	65.1%	50.2%	49.4%	46.9%	42.0%
RPTE % Change											
Sum of 3-12											
Scored 'Beginning' in 2000											
% Beg.	2001	44.8%	38.2%	45.3%	36.6%	74.2%	33.6%	47.5%	41.1%	45.3%	65.8%
% Int.	2001	36.1%	42.5%	36.1%	33.5%	19.4%	35.5%	34.1%	38.8%	36.1%	27.1%
% Adv.	2001	19.1%	19.3%	18.6%	29.9%	6.5%	30.9%	18.4%	20.0%	18.6%	7.2%
Scored 'Intermediate' in 2000											
% Beg.	2001	5.4%	4.1%	5.6%	3.8%	5.7%	2.5%	6.5%	4.2%	5.5%	12.0%
% Int.	2001	32.3%	30.0%	32.7%	23.1%	40.0%	24.4%	33.1%	31.4%	32.7%	42.8%
% Adv.	2001	62.3%	65.9%	61.7%	73.1%	54.3%	73.1%	60.4%	64.4%	61.8%	45.2%
TAAS % Passing (Sum of 3-8 & 10)											
Accountability Subset *											
Reading	2001	88.9%	82.5%	83.5%	95.1%	90.0%	94.6%	87.4%	90.4%	82.3%	75.8%
	2000	87.4%	80.8%	80.7%	94.3%	90.3%	93.6%	85.4%	89.3%	79.8%	71.0%
Writing	2001	87.9%	82.9%	83.0%	92.9%	88.9%	92.9%	84.8%	90.8%	81.8%	67.2%
	2000	88.2%	82.4%	82.3%	94.0%	89.8%	92.7%	85.3%	91.0%	81.3%	65.6%
Math	2001	90.2%	81.9%	86.9%	95.1%	90.2%	96.9%	89.7%	90.7%	85.3%	77.5%
	2000	87.4%	77.0%	82.9%	93.6%	88.0%	95.7%	86.9%	87.9%	81.1%	71.1%
All Tests	2001	82.1%	71.6%	75.5%	90.3%	82.9%	91.6%	80.0%	84.1%	73.6%	64.8%
	2000	79.9%	68.0%	71.8%	89.3%	81.8%	90.4%	77.8%	82.0%	70.0%	58.8%

* The Accountability Subset includes 2,979 students in 2001, and 2,654 students in 2000, who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS Cumulative Pass Rate - Exit											
Class of 2001		93.1%	89.0%	88.8%	96.9%	93.0%	95.5%	92.3%	93.8%	n/a	n/a
Class of 2000		91.6%	87.6%	86.6%	95.6%	88.7%	94.4%	91.0%	92.2%	n/a	n/a
End-of-Course Exam (% Passing) (Preview of 2003 Exit Level)											
Algebra I											
% Passing	2001	49.2%	31.3%	37.5%	63.1%	55.7%	74.4%	49.4%	48.9%	36.0%	23.7%
	2000	43.9%	26.5%	32.7%	56.7%	44.8%	71.6%	44.3%	43.6%	31.3%	18.5%
Biology											
% Passing	2001	79.9%	68.1%	67.9%	92.0%	85.0%	87.0%	81.0%	78.7%	66.8%	49.8%
	2000	80.3%	69.0%	69.4%	91.2%	84.8%	86.9%	80.8%	79.9%	68.2%	49.1%
English II											
% Passing	2001	75.1%	65.0%	68.2%	82.1%	79.0%	84.9%	68.1%	81.9%	65.4%	39.5%
	2000	77.7%	68.4%	71.1%	84.4%	79.2%	86.4%	70.6%	84.7%	68.6%	44.1%
US History											
% Passing	2001	74.3%	60.3%	63.1%	85.2%	77.4%	82.7%	77.1%	71.5%	59.2%	41.8%
	2000	72.1%	58.1%	58.3%	84.0%	77.1%	81.4%	75.4%	68.7%	54.9%	39.6%
End-of-Course Exam (% Taking)											
Algebra I											
% Taking	2001	17.2%	16.1%	17.6%	16.7%	24.0%	17.6%	16.7%	17.6%	16.2%	7.5%
	2000	17.6%	16.7%	17.8%	17.3%	20.3%	17.9%	17.1%	18.0%	16.3%	7.9%
Biology											
% Taking	2001	23.8%	21.8%	23.9%	24.0%	34.6%	25.4%	23.3%	24.3%	23.1%	14.8%
	2000	24.0%	22.6%	23.7%	24.2%	26.7%	25.2%	23.5%	24.5%	23.2%	15.1%
English II											
% Taking	2001	22.0%	20.3%	20.9%	22.9%	30.2%	23.9%	21.3%	22.7%	19.7%	10.2%
	2000	21.9%	20.1%	20.9%	22.6%	24.5%	23.6%	21.2%	22.5%	19.8%	10.8%
US History											
% Taking	2001	18.5%	17.2%	17.4%	19.4%	25.2%	21.6%	18.0%	19.1%	16.4%	10.8%
	2000	18.7%	17.5%	17.0%	19.9%	23.4%	22.0%	18.2%	19.2%	16.3%	11.2%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
2001 TAAS Participation Grades 3-8 & 10										
Tested	96.2%	96.7%	94.3%	98.0%	96.5%	94.4%	95.7%	96.8%	94.9%	89.4%
Acct Subset	85.0%	80.5%	83.1%	88.8%	79.5%	88.9%	82.8%	87.6%	81.1%	41.2%
Mobile Subset	4.8%	5.8%	4.3%	4.3%	9.2%	3.8%	4.7%	4.7%	4.4%	2.8%
Sci/Soc St only	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA only	6.4%	10.3%	6.9%	4.9%	7.9%	1.6%	8.2%	4.5%	9.3%	45.3%
Not Tested	3.8%	3.3%	5.7%	2.0%	3.5%	5.6%	4.3%	3.2%	5.1%	10.6%
Absent	0.6%	0.7%	0.7%	0.6%	0.9%	0.3%	0.7%	0.6%	0.6%	0.9%
ARD Exempt	1.1%	1.7%	1.1%	0.9%	0.7%	0.4%	1.4%	0.8%	1.3%	7.8%
LEP Exempt	1.4%	0.2%	3.0%	0.1%	0.8%	4.1%	1.4%	1.4%	2.3%	0.1%
Other	0.7%	0.7%	0.9%	0.4%	1.0%	0.7%	0.8%	0.5%	0.8%	1.8%
Total Count	2,156,695	310,198	846,478	927,460	6,620	57,356	1,104,052	1,050,582	1,045,878	304,058
2000 TAAS Participation Grades 3-8 & 10										
Tested	90.3%	86.7%	87.9%	93.4%	89.6%	92.4%	88.1%	92.6%	86.0%	46.7%
Acct Subset	85.6%	81.1%	83.4%	89.2%	79.9%	88.7%	83.4%	88.0%	81.5%	44.1%
Mobile Subset	4.6%	5.4%	4.3%	4.1%	9.6%	3.7%	4.5%	4.5%	4.4%	2.1%
Sci/Soc St only	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%	0.6%
Not Tested	9.7%	13.3%	12.1%	6.6%	10.4%	7.6%	11.9%	7.4%	14.0%	53.3%
Absent	0.6%	0.8%	0.7%	0.6%	0.9%	0.4%	0.7%	0.6%	0.6%	0.7%
ARD Exempt	7.1%	11.6%	7.7%	5.5%	7.8%	2.3%	9.1%	5.1%	10.3%	50.5%
LEP Exempt	1.3%	0.2%	2.8%	0.1%	0.7%	4.3%	1.3%	1.3%	2.2%	0.1%
Other	0.7%	0.8%	0.9%	0.4%	1.0%	0.6%	0.8%	0.5%	0.9%	2.0%
Total Count	2,105,249	301,015	804,988	932,096	6,287	54,513	1,077,212	1,026,231	1,011,355	297,091

The Accountability Subset includes 2,979 students in 2001, and 2,654 students in 2000, who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Attendance Rate										
1999-2000	95.6%	95.3%	95.3%	95.9%	94.8%	97.4%	95.6%	95.6%	95.4%	94.3%
1998-99	95.4%	95.1%	95.0%	95.8%	94.8%	97.3%	95.4%	95.4%	95.1%	94.1%
Annual Dropout Rate (Gr. 7-12)										
1999-2000	1.3%	1.8%	1.9%	0.7%	1.3%	0.7%	1.4%	1.2%	1.3%	1.6%
1998-99	1.6%	2.3%	2.3%	0.8%	1.3%	0.9%	1.6%	1.5%	1.5%	1.8%
Completion Rate/Student Status Rate										
Class of 2000										
% Graduated	80.7%	76.9%	72.8%	86.7%	78.8%	88.8%	77.2%	84.2%	72.6%	71.1%
% Received GED	4.8%	3.5%	4.2%	5.6%	6.3%	2.3%	6.0%	3.5%	4.7%	3.4%
% Continued HS	7.3%	9.7%	11.8%	3.6%	6.9%	5.5%	8.8%	5.7%	11.2%	14.4%
% Dropped Out (4-yr)	7.2%	9.9%	11.2%	4.0%	7.9%	3.5%	7.9%	6.5%	11.6%	11.0%
Class of 1999										
% Graduated	79.5%	74.7%	70.6%	86.2%	81.4%	87.4%	76.1%	83.0%	71.3%	69.6%
% Received GED	4.0%	3.1%	3.5%	4.6%	5.2%	2.2%	4.9%	3.1%	3.8%	2.5%
% Continued HS	8.0%	10.6%	12.8%	4.2%	6.8%	6.3%	9.9%	6.1%	11.8%	15.8%
% Dropped Out (4-yr)	8.5%	11.6%	13.1%	4.9%	6.6%	4.2%	9.1%	7.8%	13.1%	12.1%
% Adv. Courses										
1999-2000	20.1%	14.9%	15.6%	23.6%	18.4%	41.0%	18.1%	22.2%	13.8%	5.6%
1998-99	20.1%	15.2%	15.3%	23.8%	17.1%	40.2%	18.3%	22.0%	13.3%	5.4%
% Rec. HS Pgm.										
Class of 2000	38.6%	26.2%	34.8%	43.0%	37.4%	56.3%	34.5%	42.5%	31.5%	6.1%
Class of 1999	15.0%	9.9%	10.9%	17.9%	13.6%	28.9%	13.5%	16.5%	9.4%	2.5%
AP/IB Results										
% Tested										
2000-01	14.3%	6.2%	11.1%	16.9%	13.8%	34.5%	12.5%	15.9%	n/a	n/a
1999-2000	12.7%	5.5%	9.6%	15.0%	13.4%	31.5%	11.1%	14.1%	n/a	n/a
% Scores >= Crit.										
2000-01	50.1%	26.8%	34.6%	55.0%	45.8%	63.9%	53.2%	47.5%	n/a	n/a
1999-2000	53.9%	29.2%	38.6%	59.0%	51.5%	65.3%	56.7%	51.6%	n/a	n/a
% Examinees >= Crit.										
2000-01	54.0%	27.6%	44.4%	58.5%	46.5%	68.0%	56.5%	52.1%	n/a	n/a
1999-2000	57.9%	31.1%	48.4%	62.6%	51.9%	69.1%	59.7%	56.6%	n/a	n/a
TAAS/TASP Equiv.										
Class of 2000	58.5%	39.3%	45.0%	70.1%	61.9%	69.7%	59.6%	57.4%	41.6%	15.4%
Class of 1999	53.5%	34.9%	37.7%	65.5%	56.7%	67.4%	54.6%	52.6%	34.9%	13.1%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Performance Report

Indicator: SAT/ACT Results	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
% At/Above Crit.										
Class of 2000	27.3%	7.8%	11.1%	36.4%	26.7%	42.9%	30.1%	24.9%	n/a	n/a
Class of 1999	27.2%	7.8%	11.0%	35.6%	28.3%	43.9%	30.4%	24.5%	n/a	n/a
% Tested										
Class of 2000	62.2%	57.4%	45.3%	69.9%	79.3%	84.3%	59.8%	64.4%	n/a	n/a
Class of 1999	61.8%	58.6%	44.5%	68.9%	83.8%	87.3%	59.0%	64.3%	n/a	n/a
Mean SAT I Score										
Class of 2000	990	849	897	1047	985	1067	1010	973	n/a	n/a
Class of 1999	989	846	899	1043	981	1068	1012	970	n/a	n/a
Mean ACT Score										
Class of 2000	20.3	17.2	18.1	21.7	20.2	21.8	20.2	20.3	n/a	n/a
Class of 1999	20.2	17.4	18.1	21.5	20.3	21.9	20.2	20.3	n/a	n/a

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Profile Report

STUDENT INFORMATION

		Count	Percent
Total Students		4,059,619	100.0%
Students By Grade:	Early Childhood Education	13,707	0.3%
	Pre-Kindergarten	132,064	3.3%
	Kindergarten	294,217	7.2%
	Grade 1	320,752	7.9%
	Grade 2	316,896	7.8%
	Grade 3	316,535	7.8%
	Grade 4	313,731	7.7%
	Grade 5	311,638	7.7%
	Grade 6	308,392	7.6%
	Grade 7	310,696	7.7%
	Grade 8	304,419	7.5%
	Grade 9	360,704	8.9%
	Grade 10	287,355	7.1%
	Grade 11	248,570	6.1%
	Grade 12	219,943	5.4%
Ethnic Distribution:	African American	585,609	14.4%
	Hispanic	1,646,508	40.6%
	White	1,706,989	42.0%
	Asian/Pacific Islander	108,422	2.7%
	Native American	12,091	0.3%
Economically Disadvantaged		2,001,697	49.3%
Limited English Proficient (LEP)		570,453	14.1%
Students w/Disciplinary Placements (1999-2000)		86,071	2.3%
Data Quality:	PID Errors (student)	68,368	1.5%
	Underreported Students	19,718	1.0%

		Non-Special Education Rates	Special Education Rates
Retention Rates By Grade:	Kindergarten	2.3%	8.6%
	Grade 1	5.8%	10.4%
	Grade 2	3.1%	4.4%
	Grade 3	2.2%	2.7%
	Grade 4	1.3%	1.7%
	Grade 5	0.8%	2.0%
	Grade 6	1.6%	2.1%
	Grade 7	2.8%	3.3%
	Grade 8	1.9%	3.4%

Graduates (Class of 2000):	Count
Total (Includes Special Education)	212,925
African American	27,507
Hispanic	68,314
White	109,721
Asian/Pacific Islander	6,862
Native American	521
Special Education Graduates	19,982
Graduated Under Advanced Programs	2,635
Graduated Under Rec. HS Pgm./DAP	82,186

PROGRAM INFORMATION

Student Enrollment by Program:	Count	Percent
Bilingual/ESL Education	509,885	12.6%
Career and Technology Education	768,200	18.9%
Gifted and Talented Education	342,840	8.4%
Special Education	483,442	11.9%

Teachers by Program (population served):		
Bilingual/ESL Education	20,515.7	7.5%
Career and Technology Education	11,810.7	4.3%
Compensatory Education	8,947.2	3.3%
Gifted and Talented Education	6,099.3	2.2%
Regular Education	193,474.5	70.4%
Special Education	27,298.5	9.9%
Other	6,670.8	2.4%

Budgeted Instructional Operating Expenditures by Program:	Amount	Percent
Bilingual/ESL Education	$590,748,041	4.3%
Career and Technology Education	$566,681,113	4.1%
Compensatory Education	$911,525,819	6.6%
Gifted and Talented Education	$245,961,232	1.8%
Regular Education	$9,798,493,253	70.7%
Special Education	$1,739,689,310	12.6%

EXCLUSIONS

Shared Services Arrangement Staff:	Count
Professional Staff	1,266.2
Educational Aides	354.6
Auxiliary Staff	839.3
Contracted Instructional Staff:	1,874.1

Budgeted Financial:	Amount
Total	$618,293,827
Tuition Transfers-Grades Not Offer (91,94,96)	$4,915,529
Wealth Equalization Transfers (91,96)	$519,110,208
Payments to Fiscal Agents/Members of SSA (93)	$94,268,090

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Profile Report

STAFF INFORMATION

	Count	Percent
Professional Staff:	335,316.7	61.9%
Teachers	274,816.7	50.8%
Professional Support	42,092.2	7.8%
Campus Administration (School Leadership)	13,916.5	2.6%
Central Administration	4,491.3	0.8%
Educational Aides:	55,466.8	10.2%
Auxiliary Staff:	150,559.4	27.8%
Total Staff:	541,342.9	100.0%
Total Minority Staff:	206,753.5	38.2%
Teachers by Ethnicity and Sex:		
Females	212,421.9	77.3%
Males	62,394.8	22.7%
African American	24,277.7	8.8%
Hispanic	46,969.6	17.1%
White	201,144.6	73.2%
Asian/Pacific Islander	1,725.0	0.6%
Native American	699.8	0.3%
Teachers by Highest Degree Held:		
No Degree	3,679.4	1.3%
Bachelors	205,423.8	74.7%
Masters	64,400.0	23.4%
Doctorate	1,287.8	0.5%
Teachers by Years of Experience: Average		
Beginning Teachers	21,493.2	7.8%
1-5 Years Experience	75,174.0	27.4%
6-10 Years Experience	49,717.2	18.1%
11-20 Years Experience	69,508.6	25.3%
Over 20 Years Experience	58,923.6	21.4%
Number of Students Per Teacher:	14.8	n/a

	Years
Average Yrs. Experience of Teachers:	11.9 yrs.
Average Yrs. Experience of Teachers with Dist.	7.9 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$29,824
1-5 Years Experience	$31,987
6-10 Years Experience	$35,304
11-20 Years Experience	$41,755
Over 20 Years Experience	$48,183
Average Actual Salaries (regular duties only):	
Teachers	$38,361
Professional Support	$45,562
Campus Administration (School Leadership)	$58,081
Central Administration	$69,916

Permits by Type:	Count
Emergency (for certified personnel)	3,519
Emergency (for uncertified personnel)	7,418
Nonrenewable	2,253
Temporary Classroom Assignment	927
District Teaching	461
Temporary Exemption	31

Turnover Rate For Teachers:		16.0%
Class Size Averages by Grade and Subject:		
Elementary:	Kindergarten	18.8
	Grade 1	18.1
	Grade 2	18.7
	Grade 3	19.0
	Grade 4	19.8
	Grade 5	22.6
	Grade 6	22.5
	Mixed Grades	23.2
Secondary:	English/Language Arts	20.2
	Foreign Language	20.9
	Mathematics	20.3
	Science	21.6
	Social Studies	22.7

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2000-2001 State Profile Report

TAX INFORMATION	Amount	Percent/ Rate
Adopted Tax Rate (calendar year 2000)		
Maintenance and Operations	n/a	$1.384
Interest and Sinking Fund*	n/a	$0.091
Total Rate (sum of above)	n/a	$1.475
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$864,265,433,673	n/a
Value Per Pupil	$215,232	n/a
Value by Category		
Business	$384,002,276,669	39.0%
Residential	$493,051,546,220	50.1%
Land	$68,963,816,777	7.0%
Oil and Gas	$28,283,870,983	2.9%
Other	$10,351,770,594	1.1%

BUDGETED REVENUE INFORMATION		
Total Revenues	$26,115,722,356	n/a
Total Revenues per Pupil	$6,433	n/a
Revenues by Source		
Local Tax	$12,663,733,663	48.5%
Other Local & Intermediate	$1,190,208,713	4.6%
State	$11,377,498,894	43.6%
Federal	$884,281,086	3.4%

FUND BALANCE INFORMATION		
Fund Balance (EOY 1999-2000 Audited)	$3,299,835,932	n/a
% of Total Budgeted Exp. (2000-2001)	n/a	13.6%

BUDGETED EXPENDITURE INFORMATION		Amount	Percent
Total Expenditures:		$26,948,681,700	100.0%
Total Expenditures by Object:			
Operating		$24,097,204,499	89.4%
Payroll Costs (6100)	$19,810,622,664	73.5%	
Prof. & Contracted Srvcs (6200)		$2,125,058,228	7.9%
Supplies and Materials (6300)		$1,692,789,691	6.3%
Other Operating Costs (6400)		$468,733,916	1.7%
Non-Operating		$2,851,477,201	10.6%
Debt Service (6500)		$2,230,081,138	8.3%
Capital Outlay (6600)		$621,396,063	2.3%
Total Operating Expend. by Function:		$24,010,804,383	100.0%
Instruction (11,95)		$13,880,333,499	57.8%
Instruct.-Related Services (12,13)		$7[illegible]1,993,126	3.0%
Instructional Leadership (21)		$327,217,968	1.4%
School Leadership (23)		$1,413,048,962	5.9%
Support Services-Student (31,32,33)		$1,080,558,025	4.5%
Student Transportation (34)		$676,770,906	2.8%
Food Services (35)		$1,315,831,789	5.5%
Cocurricular/Extracurricular (36)		$601,620,200	2.5%
Central Administration (41,92)		$953,749,911	4.0%
Plant Maintenance & Operations (51)		$2,598,036,618	10.8%
Security & Monitoring Services (52)		$153,117,054	0.6%
Data Processing Services (53)		$298,526,325	1.2%

Per Pupil Expenditures:	Amount
Total Expenditures	$6,638
Total Operating Expenditures by Function:	$5,915
Instruct. (11,95) & Inst. Leader. (21)	$3,500
School Leadership (23)	$348
Central Administration (41,92)	$235
Other Operating (12,13,31-36,51-53)	$1,832
Total Expend. for Community Services	$68,769,233
Total Expend. for Athletic Programs	$433,991,361

Statewide, districts budgeted $753,451,696 of TRS "on-behalf" expenditures.

The Special Revenue Funds (including SSA) and the Capital Projects Funds are not reported for budgeted data.

* The $0.091 includes 364 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.140.

2. Student Performance

"A record 82 percent of students passed all tests taken. This is a remarkable achievement when you consider that in 1994, only 53 percent passed all tests. In addition, minority students continue to make significant gains at virtually every level. These results constitute clear evidence that our students and our educators are rising to the challenge to ensure that all children are successful."

Jim Nelson, Commissioner of Education, May 2001

Student Performance Results 2000-01

Texas students posted a record passing rate on the spring 2001 Texas Assessment of Academic Skills (TAAS), with 82 percent of the approximately 2.1 million students tested passing all parts of the test taken. This passing rate for "all students" reflected the performance of students in both regular and special education programs and was up from 79 percent passing last year and 53 percent passing in 1994.

Beginning in spring 1999, TAAS results used in the Academic Excellence Indicator System (AEIS) include the performance of students in special education as well as the performance of students not in special education. Therefore, the data in this summary, labeled "all students," reflect this change. The 2000-01 results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable *all* of their students to meet the future and its challenges.

The Reading Proficiency Tests in English (RPTE), a new component of the statewide assessment program, was implemented in the 1999-00 school year. These tests are administered to LEP students in Grades 3 through 12 to measure their progress in learning to read in the English language.

Another new component of the statewide assessment program is the State-Developed Alternative Assessment (SDAA). The SDAA, first administered in the 2000-01 school year, measures the academic progress of students in special education programs in Grades 3 through 8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of academic achievement.

Table 2.1 shows what tests were given and what subjects were tested at what grades in the statewide assessment program in 2000-01.

Table 2.1. State Assessment Tests Given, by Subject and Grade, 2000-01

Grade	Tests Given and Subjects Tested
3	TAAS, Spanish TAAS, and SDAA reading and mathematics
4	TAAS, Spanish TAAS, and SDAA reading, mathematics, and writing
5	TAAS, Spanish TAAS, and SDAA reading and mathematics
6	TAAS, Spanish TAAS, and SDAA reading and mathematics
7	TAAS and SDAA reading and mathematics
8	TAAS reading, mathematics, writing, science, and social studies SDAA reading, mathematics, and writing
10 (exit level)	TAAS reading, mathematics, and writing
3 through 12	RPTE
Varies	End of Course Tests in Algebra I, Biology, English II, and U.S. History

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Technical Note. *The TAAS results shown in the Student Performance Chapter differ by 1 or 2 percentage points from those reported in the AEIS State Performance Report on pages 6 to 16 of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance Chapter, however, contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. TAAS results in both chapters reflect similar trends.*

This overview summarizes statewide TAAS results for the 2000-01 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, eight-year comparisons of the percentage passing rates and the Texas Learning Index (TLI) data are included; comparing data from eight test administrations (spring 1994 through spring 2001) allows an illustration of seven years' worth of gain. Also included are statewide data from the administration of the Spanish TAAS tests, the RPTE, the SDAA, and the Algebra I, Biology, English II, and U.S. History end-of-course examinations.

District- and campus-level results are available in the AEIS accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency (TEA). Additional information can be accessed at the TEA web site www.tea.state.tx.

Comparison of Results Percent Meeting Minimum Expectations:

All Students
Spring TAAS Administrations
1994-2001

The passing rate in Grade 7 reading increased by 6 percentage points from 2000 to 2001. In mathematics, Grade 4 students posted a 4-percentage point gain.

Table 2.2 highlights spring 1994 through spring 2001 results for each subject area and the all tests taken** category.

The 2001 TAAS results indicate the continuation of an overall upward trend from 2000 in achievement for all grade levels. In reading, the percentage of students meeting minimum expectations rose for most grade levels. The only exceptions were at Grades 3 and 6, where there was a slight decline, and at Grade 10, where the passing rate remained constant. Reading scores ranged from 85 percent of all students meeting minimum expectations at Grade 6 to 91 percent meeting minimum expectations at Grade 8. The reading TAAS data for 1994 through 2001 are presented graphically in Figure 2.1.

Table 2.2. Percent Meeting Minimum Expectations on TAAS, All Students, 1994 Through 2001

	Reading								Mathematics								Writing								All Tests Taken							
Grade	'94	'95	'96	'97	'98	'99	'00	2001	'94	'95	'96	'97	'98	'99	'00	2001	'94	'95	'96	'97	'98	'99	'00	2001	'94	'95	'96	'97	'98	'99	'00	2001
3	76%	77%	78%	78%	83%	88%	87%	86%	61%	71%	73%	78%	78%	82%	80%	82%									56%	65%	67%	70%	73%	78%	76%	77%
	The mathematics scores for Grade 3 rose by two percentage points compared to the 2000 results.																															
4	73%	78%	75%	79%	86%	88%	89%	90%	57%	68%	74%	78%	82%	87%	87%	91%	84%	83%	83%	84%	85%	88%	90%	89%	52%	61%	63%	67%	73%	78%	80%	81%
	Grade 4 students' scores for both reading and mathematics rose to 90% or above for the first time.																															
5	75%	77%	79%	81%	85%	86%	87%	90%	60%	69%	75%	82%	85%	90%	92%	94%									58%	64%	69%	74%	79%	82%	84%	88%
	Grade 5 reached the 94% passing mark in mathematics, the highest passing rate for any subject area or grade level.																															
6	71%	76%	74%	81%	82%	84%	86%	85%	58%	61%	73%	77%	82%	86%	88%	91%									53%	58%	65%	72%	75%	79%	81%	82%
	For the first time, the scores for Grade 6 students reached above the 90% passing rate for mathematics.																															
7	73%	76%	79%	81%	82%	83%	83%	89%	56%	59%	67%	75%	79%	84%	87%	89%									53%	56%	63%	70%	73%	77%	79%	84%
	Scores for students in Grade 7 increased by 5 percentage points to reach 84% passing all tests taken.																															
8*	74%	72%	74%	80%	81%	88%	89%	91%	55%	54%	64%	72%	79%	85%	90%	92%	68%	72%	72%	76%	79%	85%	84%	85%	47%	47%	54%	62%	68%	76%	77%	80%
	A remarkable 37-point gain has been registered for Grade 8 mathematics students since 1994.																															
10	75%	74%	79%	84%	86%	88%	90%	90%	55%	57%	63%	69%	75%	81%	86%	89%	79%	84%	83%	86%	87%	90%	90%	89%	50%	52%	57%	64%	69%	75%	80%	80%
	Impressive gains have been recorded in Grade 10 since 1994 for all subject areas tested. The most significant has been a 34-percentage point gain in mathematics.																															

*Does not include science and social studies tests.

*** For purposes of comparisons across grade levels, the all tests taken category included the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, mathematics, and writing tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.*

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Figure 2.1 Percent Meeting Minimum Expectations on Reading TAAS, All Students, 1994 Through 2001

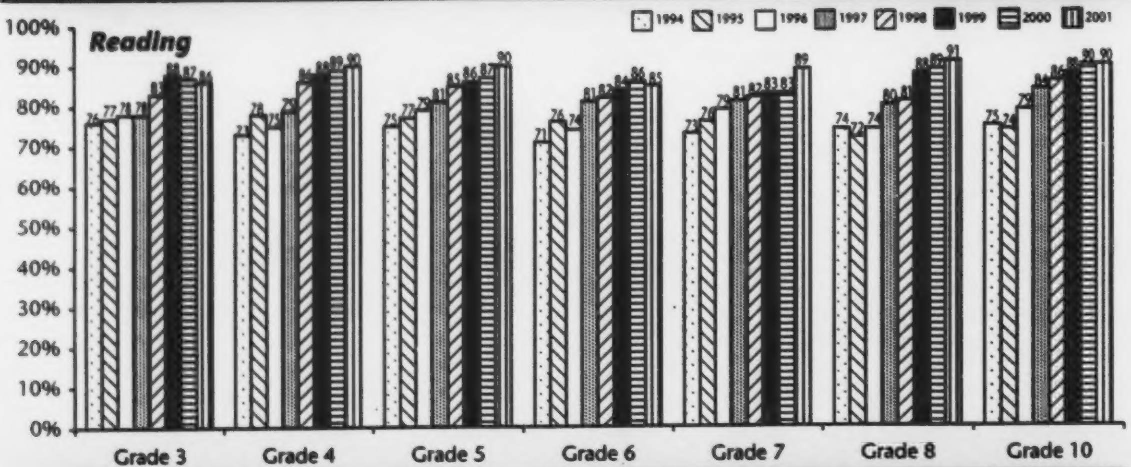


Figure 2.2 Percent Meeting Minimum Expectations on Mathematics TAAS, All Students, 1994 Through 2001

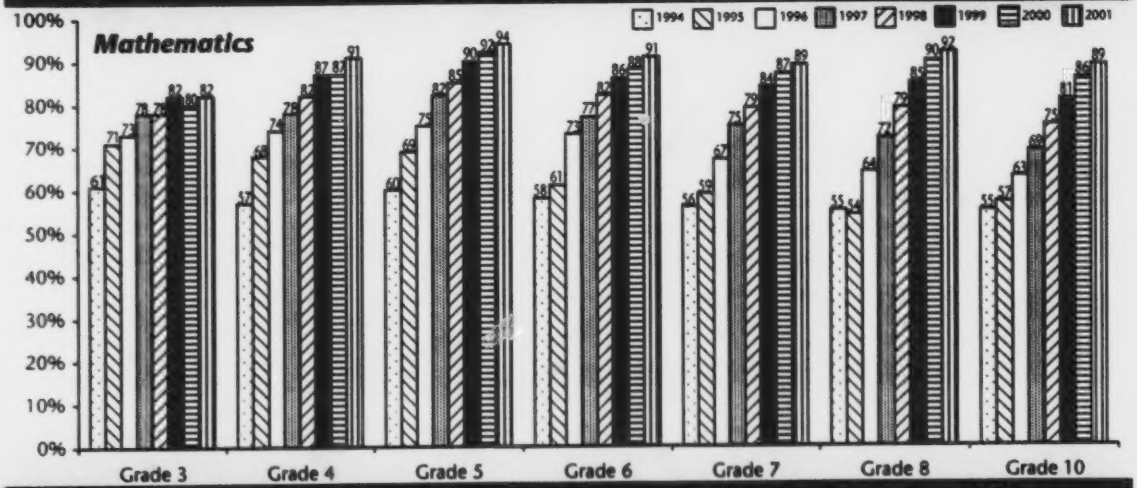
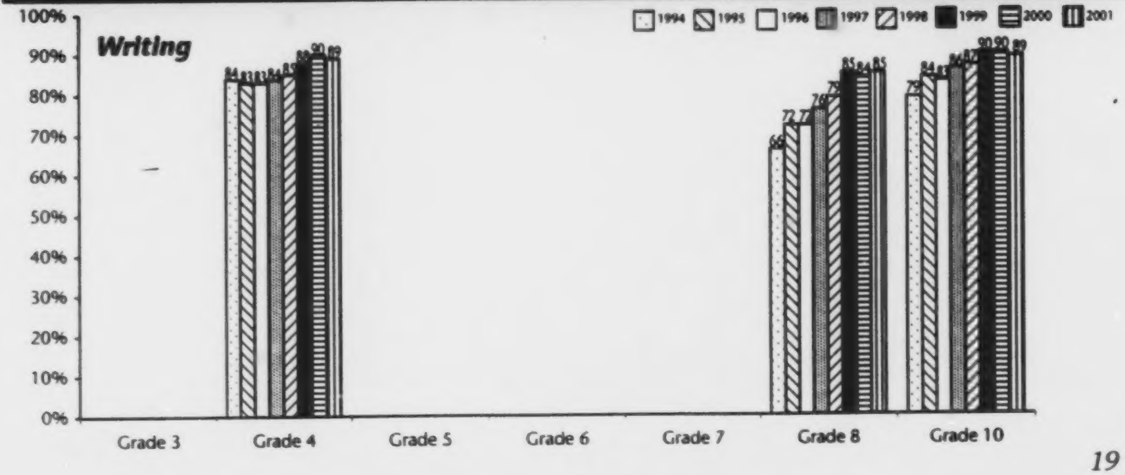


Figure 2.3 Percent Meeting Minimum Expectations on Writing TAAS, All Students, 1994 Through 2001



(Continued from page 18)

In **mathematics**, all grade levels made notable gains. For the first time, over 90 percent of students in Grades 4 and 6 met minimum expectations. The most impressive improvement, a 4-percentage point gain, was at Grade 4. Scores ranged from 82 percent meeting minimum expectations at Grade 3 to 94 percent meeting minimum expectations at Grade 5. The mathematics TAAS data for 1994 through 2001 are presented graphically in Figure 2.2 on page 19.

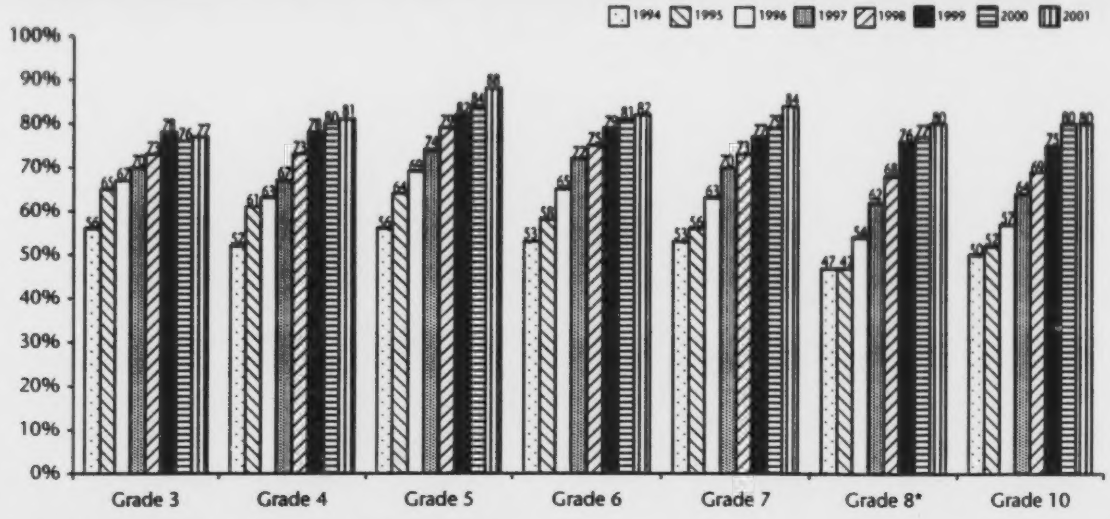
The results of the **writing** scores at all three grade levels tested varied. Although the scores for Grades 4 and 10 slightly decreased by 1 percentage point, there was an increase of 1 percentage point at Grade 8. Scores ranged from 85 percent meeting minimum expectations at Grade 8 to 89 percent meeting minimum expectations at both Grades 4 and 10. The writing TAAS data for 1994 through 2001 are presented graphically in Figure 2.3 on page 19.

In addition, most grade levels made gains in the **all tests taken** category, with the passing rates at Grade 10 holding steady. Showing continued improvement, all grade levels had passing rates at 77 percent or above. The percentage of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 77 percent at Grade 3 to 88 percent at Grade 5. The TAAS data for all tests taken for 1994 through 2001 are presented graphically in Figure 2.4.

Texas Learning Index

Spring 2001 marks the eighth year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard, was developed to allow students, parents, and schools the opportunity to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit-level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test administered only at Grades 4 and 8 and at the exit level, the Spanish reading and mathematics tests given only at Grades 3 through 6, the Spanish writing test given only at Grade 4, the science and social studies tests given only at Grade 8, the RPTE

Figure 2.4 Percent Meeting Minimum Expectations on All TAAS Tests Taken, All Students, 1994 Through 2001



**Does not include results of the science and social studies tests.*

Table 2.3. Average TLI, Reading and Mathematics TAAS, All Students, 1994 Through 2001

	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	77.6	77.3	77.5	78.5	81.2	83.5	82.7	82.6	-0.1	5.0	69.7	72.7	75.4	77.3	77.0	77.9	78.3	79.8	1.5	10.1
4	77.8	79.5	78.6	79.4	83.1	84.8	86.1	86.4	0.3	8.6	69.8	73.8	76.1	77.6	78.7	80.5	80.9	82.0	1.1	12.2
5	78.1	79.0	80.1	82.3	83.7	84.8	85.9	86.9	1.0	8.8	70.2	73.8	76.2	79.2	80.7	83.0	83.9	84.6	0.7	14.4
6	77.7	79.0	79.5	81.9	82.4	84.3	84.6	84.5	-0.1	6.8	69.7	71.7	75.6	77.5	79.2	81.2	81.9	83.2	1.3	13.5
7	77.3	77.9	79.7	80.6	81.3	82.0	82.1	86.4	4.3	9.1	69.6	70.9	74.3	76.2	78.1	80.4	81.5	82.4	0.9	12.8
8	77.0	77.0	78.4	80.4	81.7	83.9	85.7	87.2	1.5	10.2	69.1	68.8	72.5	75.3	77.3	80.0	81.5	82.7	1.2	13.6
10	77.1	77.0	79.1	81.2	82.9	84.1	84.7	85.5	0.8	8.4	69.3	70.5	72.1	74.3	76.4	78.5	80.4	81.4	1.0	12.1

administered in Grades 3 through 12, and the end-of-course tests are reported as scale scores rather than TLI scores.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit-level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third-grade reading and mathematics tests as it is for an eighth grader to pass the eighth-grade reading and mathematics tests or for an exit-level student to pass the exit-level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 on the reading and mathematics tests would be expected to succeed on the exit-level test if current academic progress continues.

Average TLI: All Students

TLI scores for 2001 showed continuing improvement at every grade level in mathematics, and in all but two grade levels in reading.

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. The following tables present:

- eight years of average TLI scores for each grade level, including the gains registered between the years 2000 and 2001 and between1994 and 2001 for both reading and mathematics; and
- a matched group's average TLI scores from 1994 to 2001.

The data in Table 2.3 indicate that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 2001 TLIs in **reading** were in the 80s at all grade levels, ranging from 82.6 at Grade 3 to 87.2 at Grade 8. Also, Grade 8 exhibited the greatest seven-year gain with an increase of 10.2 points. In **mathematics**, average TLI scores have increased at every grade level since 1994, with average 2001 TLIs ranging from 79.8 at Grade 3 to 84.6 at Grade 5. Since 1994, Grade 5 has exhibited the greatest gain, with an increase in average TLI of 14.4 points.

Table 2.4 presents seven years of average TLI scores for the same set of students. This matched group of 111,148 students was tested in both reading and mathematics every year from 1994, when the students were in Grade 3, through 2001, when they were in Grade 10. The data in Table 2.4 indicate that average TLI scores in both reading and mathematics have risen steadily for these students. In **reading**, the group's average TLI score

Table 2.4. Matched Group TLI Comparison, Reading and Mathematics TAAS, 1995 Through 2001

	Matched Group TLI Comparison							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Gain/Loss
	1994	1995	1996	1997	1998	1999	2001	1994-2001
Reading	81.3	82.9	84.7	87.2	86.7	88.3	88.7	7.4
Mathematics	73.6	77.6	80.2	82.2	82.9	83.8	83.8	10.2

of 88.7 at Grade 10 represented a gain of 7.4 points over their performance on the Grade 3 test in 1994. The group's average TLI gain also showed improvement in **mathematics**, with a gain of 10.2 points when comparing their results on the Grade 3 and Grade 10 mathematics tests.

Grades 4, 8, and 10 Percent Meeting Minimum Expectations:

Results by Ethnicity
Results for Economically Disadvantaged Students
Spring TAAS Administrations 1994-2001

This section focuses on Grades 4, 8, and 10, so results from the writing test can be included in the comparison.

Grade 4

2001 mathematics scores for both African American and economically disadvantaged students increased 7 percentage points compared to the 2000 results.

The comparison between 1994 and 2001 percent passing showed that African American, economically disadvantaged, and Hispanic students all made impressive gains on the TAAS (see Table 2.5).

Table 2.5. Grade 4 Percent Passing TAAS, by Student Group, 1994 Through 2001

	Grade 4								Gain/Loss	
Student Group	'94	'95	'96	'97	'98	'99	'00	2001	2000-01	1994-01
Reading										
African American	56	61	60	66	77	79	82	83	1	27
Hispanic	64	70	66	71	81	84	85	87	2	23
White	83	86	83	86	92	94	95	95	0	12
Economically Disadvantaged	61	67	64	69	79	82	84	85	1	24
Mathematics										
African American	36	47	57	62	69	73	75	82	7	46
Hispanic	47	59	67	72	77	84	83	89	6	42
White	67	79	83	86	88	93	93	95	2	28
Economically Disadvantaged	44	56	64	69	74	81	80	87	7	43
Writing										
African American	72	71	74	73	78	80	84	83	-1	11
Hispanic	78	78	79	79	81	85	86	87	1	9
White	90	88	88	89	89	92	94	92	-2	2
Economically Disadvantaged	75	75	76	76	79	83	85	85	0	10
Passed All Tests Taken										
African American	32	39	45	50	59	62	66	70	4	38
Hispanic	41	51	53	58	67	73	74	76	2	35
White	63	72	72	77	81	85	88	88	0	25
Economically Disadvantaged	38	47	50	55	63	69	71	74	3	36

Hispanic students' **reading** scores in 2001 rose 2 percentage points compared to the scores in 2000, with 87 percent meeting minimum expectations. Both African American and economically disadvantaged students' scores increased by 1 percentage point to reach 83 percent passing and 85 percent passing, respectively. The percentage passing for White students remained unchanged, with 95 percent passing. In comparing 1994 and 2001 passing rates, African American students made the greatest gain, with an increase of 27 percentage points.

Compared to 2000 levels, the percent passing for **mathematics** rose by an impressive 7 percentage points both for African American and economically disadvantaged students. The Hispanic students' percent passing increased by 6 percentage points. White students' scores increased by 2 percentage points. Scores ranged from 82 percent meeting minimum expectations (African American students) to 95 percent (White students). The comparison between 1994 and 2001 showed impressive improvement: 46 percentage points for African American students, 43 percentage points for economically disadvantaged students, 42 percentage points for Hispanic students, and 28 percentage points for White students.

Writing scores in 2001 rose by 1 percentage point over 2000 levels for Hispanic students to 87 percent passing. Economically disadvantaged students' scores remained unchanged at 85 percent passing. The scores for African American students decreased slightly by 1 percentage point to 83 percent passing. The scores for White students decreased by 2 percentage points to 92 percent meeting minimum expectations.

The results of **all tests taken** provide more evidence of improvement. Scores in 2001 rose by 4 percentage points to 70 percent meeting minimum expectations, compared to the previous year's levels for African American students. Economically disadvantaged students' scores rose by 3 percentage points to 74 percent meeting minimum expectations. Percent passing results rose by 2 percentage points for Hispanic students to 76 percent meeting minimum expectations. White students' scores remained unchanged at 88 percent meeting minimum expectations. The comparison between 1994 and 2001 indicated that African American students made the greatest gain in this category, showing an impressive increase of 38 percentage points.

Grade 8

The scores for all groups in the "all tests taken" category continue to show impressive improvement.

Table 2.6 presents the Grade 8 TAAS results for 1994 through 2001 for the four student groups.

Reading scores in 2001 rose by 4 percentage points for African American, Hispanic, and economically disadvantaged students compared to the previous year's levels. White students gained 1 percentage point. African American and Hispanic students reached 87 percent passing, economically disadvantaged students posted an 86-percent passing rate, and White students reached 96 percent passing. The comparison between 1994 and 2001 indicated that African American students made the greatest gain, with an increase of 29 percentage points.

In **mathematics,** every group also made notable gains from 2000 to 2001. Results showed improvement for African American and Hispanic students with gains of 4 percentage points each; the results for economically disadvantaged students rose by 3 percentage points; White students' scores increased by 1 percentage point. The 2001 percent passing results for these groups ranged from 85 percent for African American students to 96 percent for White students. Compared to 1994 levels, all groups have made strong gains. African American students have gained an impressive 53 percentage points, economically disadvantaged students have gained 50 percentage points, Hispanic students have gained 49 percentage points, and White students have gained 26 percentage points.

The **writing** scores showed an upward trend from 2000 to 2001 for most groups. The scores for African American, economically disadvantaged, and Hispanic students rose by 3 percentage points each. White students' scores remained unchanged compared to the results in 2000. The percent-passing rate for all four groups ranged from 78 percent meeting minimum expectations for economically disadvantaged students to 91 percent meeting minimum expectations for White students. Gains from 1994 to 2001 ranged from 14 percentage points for White students to 29 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 2001 results show continued improvement by all student groups. African American students, economically disadvantaged students, and Hispanic students all showed a gain of 5 percentage points each with 70 percent, 71 percent, and 73 percent meeting minimum expectations, respectively. The scores for White students rose by 2 percentage points to 89 percent meeting minimum expectations. Comparing 1994 to 2001 passing rates, African American students made an impressive gain of 45 percentage points.

Table 2.6. Grade 8 Percent Passing TAAS, by Student Group, 1994 Through 2001

	Grade 8								Gain/Loss	
Student Group	'94	'95	'96	'97	'98	'99	'00	2001	2000-01	1994-01
Reading										
African American	58	57	60	70	71	81	83	87	4	29
Hispanic	61	60	62	70	71	81	83	87	4	26
White	86	84	86	89	90	94	95	96	1	10
Economically Disadvantaged	59	57	60	68	70	80	82	86	4	27
Mathematics										
African American	32	30	44	55	66	74	81	85	4	53
Hispanic	40	37	51	61	71	80	85	89	4	49
White	70	70	78	83	88	92	95	96	1	26
Economically Disadvantaged	37	35	49	59	69	78	84	87	3	50
Writing										
African American	50	58	61	65	71	78	76	79	3	29
Hispanic	55	61	61	67	71	79	76	79	3	24
White	77	82	83	85	87	91	91	91	0	14
Economically Disadvantaged	52	59	59	65	69	77	75	78	3	26
Passed All Tests Taken*										
African American	25	25	35	44	53	63	65	70	5	45
Hispanic	32	31	39	48	56	67	68	73	5	41
White	61	63	69	75	79	85	87	89	2	28
Economically Disadvantaged	29	29	37	46	54	64	66	71	5	42

*Does not include science and social studies tests.

Economically disadvantaged students gained 42 percentage points, and Hispanic students followed closely with a gain of 41 percentage points. White students registered a 28-percentage point gain between 1994 and 2001.

Grade 10 (Exit Level)

The comparison between 1994 and 2001 shows a dramatic upward trend in the all tests taken category, with 36-percentage point gains for Hispanic and economically disadvantaged students and a 40-percentage point gain for African American students.

The Grade 10 (exit level) TAAS results from 1994 to 2001 for the four student groups are presented in Table 2.7.

Reading scores in 2001 remained unchanged from 2000 across all groups, with the exception of African American students, whose scores decreased by 2 percentage points. The passing rate for economically disadvantaged students remained at 82 percent meeting minimum expectations; African American and Hispanic students both had 83 percent meeting minimum expectations; and White students also remained unchanged at 96 percent passing. Seven-year gains in reading ranged from 10 percentage points for White students to 24 points for economically disadvantaged students.

Table 2.7. Grade 10 Percent Passing TAAS, by Student Group, 1994 Through 2001

	Grade 10								Gain/Loss	
Student Group	'94	'95	'96	'97	'98	'99	'00	2001	2000-01	1994-01
Reading										
African American	60	58	69	76	78	83	85	83	-2	23
Hispanic	61	60	67	73	77	80	83	83	0	22
White	86	86	89	92	93	95	96	96	0	10
Economically Disadvantaged	58	57	65	71	75	79	82	82	0	24
Mathematics										
African American	32	35	43	51	58	66	74	79	5	47
Hispanic	40	42	51	57	65	73	80	83	3	43
White	68	71	75	81	85	89	93	94	1	26
Economically Disadvantaged	39	40	49	55	63	71	79	82	3	43
Writing										
African American	68	76	74	79	81	86	86	85	-1	17
Hispanic	69	75	74	77	79	84	84	83	-1	14
White	88	91	91	93	93	95	96	94	-2	6
Economically Disadvantaged	66	73	72	75	78	83	83	82	-1	16
Passed All Tests Taken										
African American	28	31	37	46	52	60	67	68	1	40
Hispanic	34	36	43	49	57	64	70	70	0	36
White	64	67	71	78	81	86	89	89	0	25
Economically Disadvantaged	32	34	40	47	54	62	68	68	0	36

Mathematics scores showed improvement from 2000 to 2001 for all student groups. Compared to 2000 levels, gains ranged from 1 to 5 percentage points for each group; percent passing results increased to 79 percent for African American students, 82 percent for economically disadvantaged students, 83 percent for Hispanic students, and 94 percent for White students. The comparison between 1994 and 2001 results showed an impressive upward trend, with economically disadvantaged students and Hispanic students exhibiting gains of 43 percentage points each and African American students gained an impressive 47 percentage points. White students gained 26 percentage points over this period.

The **writing** scores in 2001 for all groups of students fell slightly compared to the 2000 levels. African American students, economically disadvantaged students, and Hispanic students all exhibited a 1-percentage point decrease compared to their 2000 levels. White students, at 94 percent meeting minimum expectations, exhibited a 2-point loss. Gains from 1994 to 2001 ranged from 6 percentage points for White students to 17 percentage points for African American students.

In the **all tests taken** category, African American students registered a 1-percentage point gain over 2000 scores to 68 percent passing. Scores for economically disadvantaged, Hispanic, and White students each remained unchanged at 68 percent passing, 70 percent passing, and 89 percent passing, respectively. Between 1994 and 2001, there were notable increases, with African American students making the largest gain of 40 percentage points. The other populations also had impressive gains: 36 percentage points for both economically disadvantaged and Hispanic students and 25 points for White students.

Table 2.8. Percent Meeting Minimum Expectations on TAAS, All Tests Taken, by LEP/Non-LEP Students, 1994 Through 2001

All Tests Taken**																			
	LEP Students								Gain/Loss		Non-LEP Students								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	34	47	52	57	62	70	64	66	2	32	58	66	68	72	74	79	78	79	1	21
4	30	39	42	45	56	61	58	61	3	31	53	62	64	69	75	79	82	83	1	30
5	26	33	41	46	56	56	58	64	6	38	58	65	70	76	81	84	87	90	3	32
6	19	21	24	35	36	44	44	42	-2	23	55	60	68	75	78	82	85	85	0	30
7	15	15	22	30	29	35	34	43	9	28	55	58	66	73	76	80	82	86	4	31
8*	12	11	13	19	24	32	32	36	4	24	49	49	57	65	70	79	80	83	3	34
10	13	14	15	21	25	31	34	33	-1	20	53	55	60	67	72	78	83	82	-1	29

*Does not include science and social studies tests. **English version TAAS only.

All Tests Taken Percent Meeting Minimum Expectations:

Results by Special Population Spring TAAS Administrations 1994-2001

Between 1994 and 2001, limited English proficient (LEP) students in Grade 5 achieved a passing-rate gain of 38 percentage points in the all tests taken category.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school. Note that each non-exempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS, available at Grades 3 through 6. This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear later in this chapter. Tables 2.8 and 2.9 present 1994 through 2001 **all tests taken*** results across all grade levels for LEP and non-LEP students and at-risk students and students not at-risk.

LEP/Non-LEP Students. Although the data in Table 2.8 for LEP and Non-LEP students indicated that the Grades 6 and 10 percent passing rates for LEP students slightly declined from 2000 to 2001, from 1994 to 2001, there was improvement in the passing rates of LEP students. LEP students' 2001 passing rates in the **all tests taken** category ranged from 33 percent meeting minimum expectations at Grade 10 to 66 percent at Grade 3. Between 1994 and 2001, the passing rate of Grade 5 LEP students showed the greatest improvement, increasing a notable 38 percentage points. Across grade levels and years, non-LEP students had higher passing rates.

** For comparison purposes the "all tests taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.*

Table 2.9. Percent Meeting Minimum Expectations on TAAS, All Tests Taken, by At Risk/Not At Risk Students, 1994 Through 2001

All Tests Taken**																			
	At-Risk Students								Gain/Loss		Not At-Risk Students								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	31	43	45	51	54	64	60	63	3	32	65	72	75	77	79	84	83	84	1	19
4	29	36	36	41	50	57	58	62	4	33	67	78	77	82	86	87	90	89	-1	22
5	33	40	44	51	57	60	66	71	5	38	76	81	85	89	91	93	94	95	1	19
6	28	31	38	45	47	56	58	62	4	34	68	78	83	87	89	91	92	92	0	24
7	27	27	36	42	43	51	54	65	11	38	71	75	81	86	88	90	91	93	2	22
8*	23	18	25	30	37	51	55	61	6	38	70	70	75	81	84	89	90	90	0	20
10	24	30	33	41	46	56	63	64	1	40	68	70	72	79	82	87	90	89	-1	21

*Does not include science and social studies tests. **English version TAAS only.

At-Risk/Not At-Risk Students. As the data in Table 2.9 show for at-risk and not at-risk students, both groups made gains from 2000 to 2001 in performance at most grade levels. There were only slight declines of 1 percentage point in Grades 4 and 10 for not at-risk students. Grade 7 at-risk students exhibited the greatest 2000 to 2001 improvement, with the percentage rate rising by 11 percentage points to 65 percent meeting minimum expectations. Between 1994 and 2001, the passing rate of Grade 10 at-risk students registered the greatest gain, increasing by 40 percentage points. Across grade levels and years, students not at risk had higher passing rates than did students at risk.

Average TLI: Results by Ethnicity

Spring TAAS Administrations 1994-2001

Grade 5 African American students, whose scores in mathematics improved by 18.6 points, displayed the largest seven-year gain in average TLI for an ethnic group.

From 2000 to 2001, overall average TLI scores in **reading** rose for all major ethnic groups in most grades, except for slight declines at Grade 3 for White students and Grade 6 for African American and White students (see Table 2.10). For African American students, average TLI scores in 2001 ranged from 78.2 at Grade 3 to 83.7 at Grade 8; the greatest seven-year gain of 13.7 points was at Grade 8. For Hispanic students, average TLI scores ranged from 80.1 at Grade 3 to 84.1 at Grade 5, with the greatest seven-year gain of 12.5 points at Grade 8. The average TLI for White students ranged from 86.1 at Grade 3 to 90.9 at Grade 8; between 1994 and 2001, the greatest gain of 8.8 points was exhibited at Grade 8.

In **mathematics**, all grade levels exhibited improvement in 2001 (see Table 2.10). For African American students, average TLI scores in 2001 ranged from 74.4 at Grade 3 to 81.1 at Grade 5; the greatest increase since 1994 was at Grade 5 (18.6 points). For Hispanic students, average TLI scores ranged from 78.0 at Grade 3 to 83.4 at Grade 5, with the greatest seven-year gain of 17.0 points at both Grades 5 and 8. The average TLI for White students ranged from 82.9 at Grade 3 to 86.4 at Grade 5; the greatest improvement since 1994 was exhibited at Grade 5, with a gain in average TLI of 12.3 points.

Average TLI: Results by Economic Group

Spring TAAS Administrations 1994-2001

The economically disadvantaged population continued an overall upward trend in performance, with an average TLI at all grade levels equal to or greater than 79.3 in reading and equal to or greater than 76.9 in mathematics.

As indicated by the data in Table 2.11 on page 28, the average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains from 2000 to 2001 in **reading** across all grade levels. Average 2001 TLI scores for these students ranged from 79.3 at Grade 3 to 83.3 at Grade 5; one-year gains ranged from 0.1 at Grade 3 to 4.7 at Grade 7. The average TLI of students not identified as economically disadvantaged also showed an overall improvement, ranging from 86.1 at Grade 3 to 90.4 at Grade 5; one-year gains in the grades that showed improvement ranged from 0.2 at Grade 4 to 3.9 at Grade 7. Economically disadvantaged students at Grade 8 posted the greatest gain from 1994 to 2001, with an increase in average TLI of 12.8 points.

In **mathematics**, both economic groups registered improvement at every grade level. Average 2001 TLI scores for economically disadvantaged students ranged from 76.9 at Grade 3 to 82.6 at Grade 5, with one-year gains ranging from 0.9 at Grade 5 to 1.9 at Grades 3 and 4. For students not designated as economically disadvantaged, average TLI scores ranged from 82.8 at Grade 3 to 86.4 at Grade 5. Single-year gains ranged from 0.3 at Grade 5 to 1.1 at Grades 3 and 8. Over the eight-year period, economically disadvantaged students at Grade 5 posted the greatest improvement, with a gain of 17.4 points.

Average TLI: Results by Special Population

Spring TAAS Administrations 1994-2001

Between 1994 and 2001, LEP students and at-risk students improved more than 13 points in average TLI in mathematics at all grade levels.

Categories of students considered as special populations include LEP students and students identified as at risk of dropping out of school. Note that each non-exempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS, available at Grades 3 through 6. This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear later in this chapter.

LEP/Non-LEP Students. LEP students achieved **reading** gains in average TLI scores in all grade levels, with the exception of Grade 6, which decreased by 1.0 point; the largest gain from 2000 to 2001 was registered at Grade 7, with an increase of 4.2 points (Table 2.12 on page 29). Average 2001 TLI scores for LEP students ranged from 67.7 at Grade 10 to 77.7 at Grade 4, with the largest seven-year gain, an increase of 10.9 points, posted at Grade 8. The average 2001 TLI scores of non-LEP students ranged from 83.5 at Grade 3 to 88.2 at Grade 8, with the greatest seven-year gain of 10.3 points posted at Grade 8.

Table 2.10 Average Reading and Mathematics TLI, by Ethnicity, 1994 Through 2001

African American Students																			
	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	71.2	70.8	71.0	73.1	76.6	78.1	78.0	78.2	0.2	7.0	61.9	65.3	68.9	71.4	71.2	70.6	72.3	74.4	2.1	12.5
4	70.7	72.6	71.9	73.5	78.0	79.4	81.5	82.3	0.8	11.6	62.0	66.2	69.5	71.7	73.6	75.0	75.9	78.4	2.5	16.4
5	71.3	71.9	73.6	76.5	79.3	79.2	81.0	82.9	1.9	11.6	62.5	65.7	68.8	73.3	75.7	77.5	79.7	81.1	1.4	18.6
6	71.2	73.0	73.7	76.4	78.1	79.9	80.6	80.1	-0.5	8.9	62.0	64.3	69.7	71.6	74.4	76.3	77.8	79.7	1.9	17.7
7	70.4	71.6	74.3	75.7	76.1	77.1	77.9	82.1	4.2	11.7	61.8	62.3	67.0	70.2	71.9	75.1	76.8	78.3	1.5	16.5
8*	70.0	70.6	72.0	75.4	76.7	79.9	81.8	83.7	1.9	13.7	60.9	60.7	65.0	69.0	72.3	74.9	77.2	78.8	1.6	17.9
10	70.9	70.4	74.2	77.1	78.8	80.4	81.3	81.8	0.5	10.9	61.2	62.4	64.8	67.8	70.3	73.1	75.5	76.9	1.4	15.7
Hispanic Students																				
	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	73.4	73.0	73.5	74.5	78.1	81.3	79.9	80.1	0.2	6.7	65.7	68.9	72.2	74.6	74.3	76.0	76.1	78.0	1.9	12.3
4	73.7	75.8	74.3	75.4	79.7	81.8	83.3	83.9	0.6	10.2	66.3	70.6	73.3	75.2	76.6	79.1	79.0	80.7	1.7	14.4
5	73.5	74.6	75.7	77.9	80.3	80.7	82.2	84.1	1.9	10.6	66.4	70.4	73.5	76.9	78.8	81.5	82.5	83.4	0.9	17.0
6	72.6	74.5	74.1	76.9	77.2	80.0	80.1	80.5	0.4	7.9	65.4	67.1	71.9	74.3	76.5	78.8	79.7	81.3	1.6	15.9
7	72.0	72.7	74.9	75.7	76.6	77.8	77.9	82.5	4.6	10.5	64.6	65.4	69.7	72.6	74.7	77.4	79.4	80.4	1.0	15.8
8*	71.3	71.6	72.8	75.4	76.8	80.1	82.0	83.8	1.8	12.5	63.7	63.0	67.8	71.2	74.0	77.3	79.3	80.7	1.4	17.0
10	71.2	71.3	73.6	75.9	78.5	79.7	80.1	81.7	1.6	10.5	64.2	64.9	67.7	69.7	72.6	75.5	77.8	78.7	0.9	14.5
White Students																				
	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	81.5	81.2	81.5	82.2	84.2	86.7	86.3	86.1	-0.2	4.6	73.8	76.6	79.0	80.4	80.3	81.3	81.8	82.9	1.1	9.1
4	81.9	83.2	82.7	83.4	86.5	88.3	89.5	89.7	0.2	7.8	73.6	77.5	79.4	80.6	81.3	82.8	83.8	84.1	0.3	10.5
5	82.4	83.2	84.2	86.5	87.1	89.1	90.1	90.4	0.3	8.0	74.1	77.6	79.5	82.0	83.1	85.4	86.1	86.4	0.3	12.3
6	82.5	83.3	84.4	86.6	87.1	88.6	89.1	89.0	-0.1	6.5	74.2	76.4	79.4	81.1	82.2	84.3	84.7	85.7	1.0	11.5
7	82.3	82.8	84.3	85.2	85.9	86.3	86.5	90.6	4.1	8.3	74.4	76.4	78.9	80.0	82.0	83.8	84.4	84.9	0.5	10.5
8*	82.1	81.8	83.7	85.0	86.3	87.5	89.4	90.9	1.5	8.8	74.2	74.1	77.2	79.4	80.7	83.1	84.2	85.2	1.0	11.0
10	82.1	81.9	83.6	85.4	86.6	87.8	88.6	89.1	0.5	7.0	73.9	75.4	76.3	78.5	80.0	81.7	83.2	84.1	0.9	10.2

*Does not include science and social studies tests.

The greatest gain from 2000 to 2001 in **mathematics** for LEP students was 3.1 points at Grade 4. Average 2001 TLI scores for LEP students ranged from 72.5 at Grade 10 to 79.6 at Grade 5; the largest seven-year gain was an increase of 18.8 points at Grade 5. The average 2001 TLI scores of non-LEP students ranged from 80.3 at Grade 3 to 85.0 at Grade 5, with the greatest seven-year gain of 14.3 points at Grade 5.

At-Risk/Not At-Risk Students. In comparing 2000 and 2001 TLI averages of at-risk students in **reading**, gains were recorded at all grade levels (Table 2.13 on page 30). Grade 7 achieved the largest gain compared to 2000, with an increase of 5.4 points. Average TLI scores for at-risk students in 2001 ranged from 75.6 at Grade 6 to 79.9 at Grade 10. The largest gain between 1994 and 2001 was an increase of 10.9 points at Grade 10. The average TLI scores of not at-risk students ranged from 85.0 at Grade 3 to 91.0 at Grade 8, with the greatest seven-year gain of 7.2 points posted at both Grade 7 and Grade 8.

In **mathematics**, gains in average TLI scores for at-risk students continued their upward trend for all grade levels; the greatest gain of 3.1 points from 2000 to 2001 was at Grade 4. Average TLI scores for at-risk students in 2001 ranged from 75.3 at Grade 3 to 79.6 at Grade 5. The largest seven-year gain was an increase of 16.7 points at Grade 5. The average TLI scores of not at-risk students ranged from 81.7 at Grade 3 to 86.7 at Grade 5, with the greatest seven-year gain (11.3 points) at Grade 6.

Grade 8 Science and Social Studies Tests Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations 1995-2001

Between 1995 and 2001, passing rates in science and social studies increased for all populations, with African American students making the greatest gains in both subject areas.

Table 2.14 on page 31 presents the 1995 through 2001 comparison of science and social studies test results for all students. The test was benchmarked in 1994. A benchmark test is an assessment administered statewide before establishing a pass-

Table 2.11 Average TLI Reading and Mathematics, by Economic Group, 1994 Through 2001

	Reading								Gain/Loss		Mathematics								Gain/Loss	
Economically Disadvantaged Students																				
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	72.5	72.1	72.4	73.7	77.3	80.1	79.2	79.3	0.1	6.8	64.7	68.1	71.2	73.6	73.3	74.5	75.0	76.9	1.9	12.2
4	72.7	74.7	73.2	74.4	78.9	80.8	82.4	83.1	0.7	10.4	65.0	69.3	72.0	74.0	75.5	77.8	78.1	80.0	1.9	15.0
5	72.6	73.5	74.6	77.2	79.5	79.9	81.6	83.3	1.7	10.7	65.2	69.1	72.1	75.7	77.7	80.3	81.7	82.6	0.9	17.4
6	71.9	73.9	73.6	76.4	77.0	79.5	79.8	80.0	0.2	8.1	64.4	66.5	71.3	73.5	75.9	78.2	79.1	80.8	1.7	16.4
7	71.1	72.1	74.2	75.2	76.0	77.1	77.3	82.0	4.7	10.9	63.6	64.8	68.9	71.8	73.8	76.7	78.5	79.7	1.2	16.1
8*	70.4	70.7	72.1	74.7	76.1	79.5	81.4	83.2	1.8	12.8	62.8	62.5	66.9	70.4	73.3	76.7	78.6	80.1	1.5	17.3
10	69.9	70.1	72.5	74.9	77.6	79.2	79.6	81.0	1.4	11.1	63.4	64.3	66.8	69.0	71.9	74.9	77.3	78.3	1.0	14.9
Not Economically Disadvantaged Students																				
	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	81.7	81.6	82.0	82.8	84.8	86.7	86.3	86.1	-0.2	4.4	73.7	76.5	79.3	80.7	80.5	81.1	81.7	82.8	1.1	9.1
4	81.9	83.3	83.2	83.9	86.9	88.4	89.5	89.7	0.2	7.8	73.6	77.5	79.7	80.9	81.6	82.9	83.7	84.1	0.4	10.5
5	82.3	83.4	84.7	86.9	87.5	89.2	90.0	90.4	0.4	8.1	74.0	77.6	79.7	82.3	83.4	85.3	86.1	86.4	0.3	12.4
6	81.9	82.8	84.3	86.6	87.1	88.3	88.8	88.6	-0.2	6.7	73.6	75.7	79.2	80.9	82.1	83.9	84.5	85.5	1.0	11.9
7	81.2	81.8	83.8	84.8	85.4	85.7	86.0	89.9	3.9	8.7	73.3	75.0	78.2	79.5	81.4	83.2	84.0	84.6	0.6	11.3
8*	80.6	80.6	82.5	84.3	85.6	86.8	88.7	90.1	1.4	9.5	72.6	72.4	76.0	78.6	80.1	82.3	83.5	84.6	1.1	12.0
10	79.8	79.8	82.0	83.9	85.3	86.3	87.2	87.7	0.5	7.9	71.5	73.0	74.4	76.7	78.4	80.3	82.0	82.9	0.9	11.4

*Does not include science and social studies tests.

ing standard. This allows educators the opportunity to gather objective-level data, which are useful in instructional planning. The student performance data generated by these assessments are reviewed by the State Board of Education as it sets the passing standard.

Science

Results of the spring 2001 administration showed that, compared to the previous year, the overall passing rate in **science** increased by 3 percentage points, with 91 percent of all students tested meeting minimum expectations. This pattern of gain from 2000 to 2001 was repeated for all groups of students. The comparison between 1995 and 2001 reflected notable increases, with African American students posting a gain of 30 percentage points, LEP students increasing their passing rate by 29 percentage points, and both at-risk and economically disadvantaged students achieving a 26-percentage point gain.

Social Studies

In the spring 2001 administration of the **social studies** TAAS, 76 percent of all students tested met minimum expectations; this passing rate was up 5 percentage points from 2000 levels. Compared to the previous year's passing rate, all student groups posted gains; the three ethnic groups, the special population groups, and the economic groups gained from 3 to 8 percentage points each. Over the period from 1995 to 2001, all groups made gains, ranging from a 5-percentage point gain for students not at-risk to a 19-percentage point gain for African American students.

Spanish TAAS Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations 1997-2001

Grade 6 Spanish TAAS reading scores registered a dramatic rise of 21 percentage points in 2001 compared to the previous year's results.

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5

Table 2.12 Average TLI Reading and Mathematics, by LEP/Non-LEP Students, 1994 Through 2001

LEP Students

	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	68.2	69.0	70.4	71.7	76.2	79.3	76.4	77.1	0.7	8.9	62.9	67.1	70.8	74.1	73.5	75.4	74.1	76.6	2.5	13.7
4	67.8	70.4	68.6	69.5	74.8	76.2	76.6	77.7	1.1	9.9	62.0	66.8	70.1	72.2	74.0	76.8	74.9	78.0	3.1	16.0
5	64.9	66.1	67.1	69.6	73.0	71.8	73.0	74.9	1.9	10.0	60.8	64.6	68.7	72.4	74.8	77.8	78.1	79.6	1.5	18.8
6	63.1	66.2	63.7	66.5	66.5	69.7	68.9	67.9	-1.0	4.8	58.8	59.5	64.8	67.4	70.3	72.7	73.3	75.3	2.0	16.5
7	60.8	61.0	63.7	63.9	64.2	66.0	64.7	68.9	4.2	8.1	56.6	56.8	61.4	65.4	66.1	69.2	71.7	73.5	1.8	16.9
8*	60.1	60.7	60.7	64.2	64.2	67.6	69.5	71.0	1.5	10.9	55.8	55.4	59.2	63.2	66.4	69.5	72.4	74.4	2.0	18.6
10	58.1	58.4	58.4	62.6	65.1	65.9	67.1	67.7	0.6	9.6	57.7	58.1	59.6	62.3	65.4	68.7	71.5	72.5	1.0	14.8

Non-LEP Students

	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	78.2	77.8	78.0	79.0	81.6	84.0	83.7	83.5	-0.2	5.3	70.2	73.0	75.8	77.6	77.4	78.2	79.0	80.3	1.3	10.1
4	78.4	80.0	79.2	80.1	83.7	85.5	87.1	87.3	0.2	8.9	70.3	74.3	76.5	78.1	79.1	80.8	81.7	82.5	0.8	12.2
5	78.8	79.7	80.8	83.2	84.5	85.9	87.2	88.0	0.8	9.2	70.7	74.3	76.6	79.7	81.1	83.4	84.6	85.0	0.4	14.3
6	78.6	79.8	80.6	83.1	83.8	85.6	86.1	85.8	-0.3	7.2	70.4	72.5	76.4	78.3	80.0	82.0	82.8	83.9	1.1	13.5
7	78.3	78.8	80.7	81.9	82.5	83.2	83.4	87.5	4.1	9.2	70.3	71.7	75.0	77.0	78.9	81.2	82.3	83.0	0.7	12.7
8*	77.9	77.8	79.4	81.5	82.8	84.9	86.7	88.2	1.5	10.3	69.8	69.5	73.2	76.1	78.0	80.7	82.1	83.2	1.1	13.4
10	78.4	78.2	80.4	82.4	84.0	85.3	85.9	86.6	0.7	8.2	70.1	71.3	72.9	75.2	77.1	79.2	81.0	81.9	0.9	11.8

*Does not include science and social studies tests.

and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. Passing rates were set after the benchmark administration.

It is important to remember that LEP students who took the Spanish TAAS were not being exempted from the statewide assessment. The students for whom Spanish TAAS was determined to be the appropriate assessment were tested in the same manner as students who took the TAAS in English, because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Students taking the Spanish TAAS made gains from 2000 to 2001 at all grade levels tested (Table 2.15). In **reading**, passing rates at Grade 6 rose 21 percentage points to 48 percent meeting minimum expectations. The percent meeting minimum expectations in Grade 5 rose by 19 percentage points to 71 percent. At Grade 4, the passing rate rose by 8 percentage points to 66 percent meeting minimum expectations, and at Grade 3, the passing rate increased by 1 percentage point to 76 percent meeting minimum expectations.

The percentage of Grade 6 students meeting minimum expectations in **mathematics** rose by 17 percentage points over the results from 2000 to 67 percent. Students in Grade 4 had a passing rate of 89 percent, an increase of 13 percentage points over the 2000 level. The percentage of Grade 5 students meeting minimum expectations increased by 12 percentage points to 87 percent compared to 2000. Grade 3 students, with 83 percent passing, registered a gain of 8 percentage points over last year's results.

In **writing**, scores for students in Grade 4 rose from 2000 to 2001 by 2 percentage points to 75 percent meeting minimum expectations, which represented a gain of 13 percentage points, as compared to the 1998 results.

Intensive Instruction

As a result of testing for seniors in early May, an additional 2,816 students were able to satisfy the TAAS diploma requirement before the spring 2001 graduation ceremonies.

Chapter 39, Subchapter B, Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

Table 2.13 Average TLI Reading and Mathematics, by At-Risk/Not At-Risk Students, 1994 Through 2001

	Reading								Gain/Loss		Mathematics								Gain/Loss	
At-Risk Students																				
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	69.0	68.8	68.9	70.5	74.5	77.9	76.4	76.9	0.5	7.9	61.4	65.4	68.1	71.5	71.1	72.9	72.8	75.3	2.5	13.9
4	69.7	71.8	68.7	69.6	74.7	76.5	77.9	79.1	1.2	9.4	62.2	66.1	68.4	70.3	71.9	74.7	74.3	77.4	3.1	15.2
5	70.7	70.9	71.0	73.1	74.9	75.1	76.6	78.5	1.9	7.8	62.9	66.3	68.7	72.4	73.9	76.8	78.4	79.6	1.2	16.7
6	69.1	71.8	70.8	72.3	72.1	74.7	74.9	75.6	0.7	6.5	61.6	63.8	68.1	69.5	71.7	74.5	75.6	78.1	2.5	16.5
7	69.3	69.6	71.7	70.9	71.0	72.6	72.6	78.0	5.4	8.7	61.2	61.7	65.6	67.6	68.8	72.3	74.8	76.6	1.8	15.4
8*	70.0	68.5	69.4	71.2	71.6	75.3	77.6	79.7	2.1	9.7	61.7	59.8	63.3	65.8	68.9	73.0	75.7	77.6	1.9	15.9
10	69.0	70.4	72.2	74.6	76.2	78.4	78.5	79.9	1.4	10.9	61.2	63.3	64.8	67.0	69.1	72.5	75.2	76.5	1.3	15.3
Not At-Risk Students																				
	Reading								Gain/Loss		Mathematics								Gain/Loss	
Grade	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01	1994	1995	1996	1997	1998	1999	2000	2001	'00-'01	'94-'01
3	80.5	80.0	80.5	81.2	83.5	85.6	85.4	85.0	-0.4	4.5	72.6	75.1	78.0	79.4	79.2	79.8	80.7	81.7	1.0	9.1
4	83.0	84.5	83.8	84.7	87.2	88.4	89.7	89.5	-0.2	6.5	74.7	79.0	80.3	81.6	82.1	83.0	84.0	84.1	0.1	9.4
5	84.6	85.1	85.9	87.9	88.4	89.4	90.4	90.6	0.2	6.0	76.6	79.4	81.0	83.3	84.4	85.9	86.7	86.7	0.0	10.1
6	82.5	84.2	85.1	87.2	87.6	89.0	89.3	88.7	-0.6	6.2	74.3	77.5	80.5	81.9	83.0	84.6	85.1	85.6	0.5	11.3
7	83.0	83.5	85.0	86.1	86.2	86.6	86.7	90.2	3.5	7.2	75.4	77.1	79.9	81.0	82.5	84.3	84.8	85.1	0.3	9.7
8*	83.8	83.5	84.6	86.0	87.1	88.3	90.1	91.0	0.9	7.2	76.2	75.7	78.7	81.0	81.7	83.7	84.7	85.3	0.6	9.1
10	82.6	82.2	83.3	85.2	86.5	87.5	88.4	88.8	0.4	6.2	74.8	76.2	76.6	79.0	80.4	82.2	83.6	84.2	0.6	9.4

*Does not include science and social studies tests.

Table 2.14 Percent Meeting Minimum Expectations on Grade 8 Science and Social Studies TAAS, 1995 Through 2001

	Science							Gain/Loss		Social Studies							Gain/Loss	
Student Population	'95	'96	'97	'98	'99	'00	2001	2000-01	1995-01	'95	'96	'97	'98	'99	'00	2001	2000-01	1995-01
All Students	75	74	81	80	87	88	91	3	16	63	66	63	66	69	71	76	5	13
African American	54	57	66	65	74	78	84	6	30	45	49	47	49	53	57	64	7	19
Hispanic	61	61	72	70	79	81	86	5	25	47	52	48	50	55	57	64	7	17
White	88	87	92	91	95	95	97	2	9	77	80	78	80	83	85	88	3	11
LEP	33	31	47	42	50	52	62	10	29	19	23	20	22	24	26	31	5	12
Non-LEP	77	77	84	83	89	90	93	3	16	65	69	66	68	72	74	79	5	14
At-Risk	56	54	63	59	71	73	82	9	26	38	42	35	36	42	46	54	8	16
Not At-Risk	89	88	92	92	95	95	96	1	7	82	83	81	81	84	84	87	3	5
Economically Disadvantaged	59	60	70	69	78	80	85	5	26	45	50	46	49	54	56	63	7	18
Not Economically Disadvantaged	83	84	89	89	93	93	96	3	13	73	77	75	77	80	82	86	4	13

Table 2.15 Percent Meeting Minimum Expectations on Spanish TAAS, All Students, 1997 Through 2001

	Spanish TAAS																				
	Reading					Gain/Loss		Mathematics					Gain/Loss		Writing					Gain/Loss	
Grade	'97	'98	'99	'00	2001	2000-01	1997-01***	'97	'98	'99	'00	2001	2000-01	1997-01***	'97	'98	'99	'00	2001	2000-01	1997-01***
3	43	64	74	75	76	1	33	51	65	74	75	83	8	32	**	**	**	**	**	**	**
4	36	38	46	58	66	8	30	46	57	72	76	89	13	43	*	62	67	73	75	2	13
5	*	49	33	52	71	19	22	*	55	64	75	87	12	32	**	**	**	**	**	**	**
6	*	27	29	27	48	21	21	*	36	50	50	67	17	31	**	**	**	**	**	**	**

*Benchmark Year. **Writing test not administered at this grade. *** Grades 5 and 6 represent the gain/loss as compared to 1998.

During the 2001-02 school year, as shown in Table 2.16, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 13 percent and 29 percent of the students tested at each grade level in Grades 3 through 8; these numbers include those students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 20 percent of the students tested in spring 2001 did not meet minimum expectations on one or more tests of the exit-level TAAS and therefore, must be offered intensive instruction.

The Texas Legislature also mandated that study guides be provided to assist parents in helping their children strengthen academic skills during the summer break when school is in recess. Therefore, *TEKS-based TAAS Study Guides* were developed by the Texas Education Agency for all grade levels and subject areas tested on TAAS. A study guide is provided free of charge, through districts, to each student who fails one or more TAAS tests. Exit-level study guides are distributed three times a year (December, May, and August), while the study guides for Grades 3 through 8 are

Table 2.16 Number and Percent of Students Requiring Intensive Instruction, All Students, English and Spanish TAAS, 2001

	Number and Percent of Students Requiring Intensive Instruction							
	One Test Only		Two Tests Only		All Three Tests		Total	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	42,543	15	24,520	8			67,063	23
4	36,997	13	14,317	5	7,404	3	58,718	20
5	26,064	9	9,551	3			35,615	13
6	34,191	12	15,659	6			49,850	18
7	30,436	11	14,770	5			45,206	16
8*	34,786	13	13,762	5	7,043	3	55,591	20
10	29,134	12	13,010	5	7,864	3	50,008	20

*Does not include science and social studies tests.

distributed once a year, when the results from spring testing are reported.

Retesting Opportunities. All students not meeting minimum expectations on their first attempt to pass the exit-level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit-level TAAS are provided during every academic semester, including the summer. For each administration, out-of-school examinees are also given the opportunity to retest. The late spring TAAS administration, provided only a few weeks before the end of the school year, gives graduating students and out-of-school examinees an additional opportunity to retest immediately prior to commencement.

2003 Early Indicator Reports for TAKS

All Students
Spring 2001 Results

Beginning in the 2002-03 school year, the Texas Assessment of Knowledge and Skills (TAKS) will be administered to students in Grades 3 through 11. Because these tests will be based on the more rigorous state-mandated curriculum, the TEKS, this new assessment instrument is expected to be more rigorous than the TAAS.

The spring 2001 TAAS tests were built using items based on the TEKS. Because the TEKS curriculum is more rigorous than the essential elements, the former state-mandated curriculum, every subject area test has become more rigorous. Despite the increased rigor of TAAS, the "hurdle" or passing standard, has been maintained at a consistent level, a TLI of 70 or a scale score of 1,500, through the process of statistical equating. Equating ensures that all students taking the Grade 3 reading test in spring 2001, for example, are held to the same passing standard as the standard required to pass each of the Grade 3 reading tests since spring 1994. Another effect of equating is that fewer items are required to pass a more rigorous test than are required to pass a test of less difficulty. Since the TAAS tests administered in spring 2001 were more rigorous than the TAAS tests administered in previous years, students in spring 2001 must have correctly answered fewer items to pass than students tested in previous years.

Table 2.17 Percent Passing TAAS with Current and Higher Standards, by Grade, 2001

Grade Level	Percent Meeting Minimum Expectations at Current Standard	Percent That Would Meet Minimum Expectations at Higher Standard
Grade 3	77	59
Grade 4	81	64
Grade 5	88	73
Grade 6	82	67
Grade 7	84	63
Grade 8	80	59
Grade 3 Spanish	71	40
Grade 4 Spanish	59	39
Grade 5 Spanish	69	51
Grade 6 Spanish	45	32

The TAKS will include more of the TEKS curriculum than the current TAAS and, therefore, will be more rigorous than the current TEKS-based TAAS test. To help determine whether a student is mastering the knowledge and skills that form the basis for the TEKS curriculum, a new column appeared on every student's Confidential Student Report (CSR) in spring 2001. This column showed what the student's test results would have been had the passing standard been equivalent to 70 percent of the total items tested, instead of the passing standard of a TLI of 70 or a scale score of 1,500.

One of the reports that was sent to all districts in the 2000-01 school year was the *2003 Early Indicator Summary Report, Part II*. This report provided district- and campus-level comparisons of aggregate results at the current and higher student passing standards. This information was disseminated to districts and campuses so that instructional planning for TAKS could begin.

Table 2.17 shows a statewide comparison of the current passing standard for each grade level and the percent of students who would have met minimum expectations had the passing standards been set at 70 percent of the total items.

End-Of-Course Tests Percent Meeting Minimum Expectations:

All Students Spring Test Administrations 1995-2001

In 2001, the passing rate for the Algebra I end-of-course test rose above 50 percent passing for the first time.

End-of-course (EOC) tests are administered at the end of the last semester of the appropriate course. These tests provide requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas. In addition, school districts may use the end-of-course tests for local purposes. Beginning in the 1998-99 school year, students could meet the testing requirements for high school graduation by passing three end-of-course tests: Algebra I, English II, and either Biology or U.S. History. During the 2000-01 school year, 18,566 students in Grades 10 through 12 fulfilled their graduation requirements by passing three out of the four end-of-course tests.

Table 2.18 presents the spring 1995 through 2001 Biology EOC test results and spring 1996 through 2001 Algebra I EOC test results. Table 2.19 displays the results of spring 1999 through 2001 administrations of both the English II and U.S. History EOC tests.

Algebra I

Although still significantly lower than the passing rates for the other end-of-course tests, the passing rate for Algebra I continued an upward trend across all ethnic, special population, and economic student groups. Spring 2001 results showed that 51 percent of the students tested passed, which was a 6-percentage point gain compared to the results of spring 2000. White students made the

Table 2.18 Percent Passing Biology and Algebra I End-of-Course Tests, Spring 1995 Through 2001

	Algebra I							Gain/Loss		Biology							Gain/Loss	
Student Population	**'95**	**'96**	**'97**	**'98**	**'99**	**'00**	**2001**	**2000-01**	**1996-01**	**'95**	**'96**	**'97**	**'98**	**'99**	**'00**	**2001**	**2000-01**	**1995-01**
All Students	*	27	33	38	45	45	51	6	24	71	74	75	78	77	81	80	-1	9
African American	*	10	14	19	25	27	32	5	22	53	56	57	62	61	70	68	-2	15
Hispanic	*	13	19	25	32	34	39	5	26	55	59	60	64	64	69	68	-1	13
White	*	38	46	50	58	57	64	7	26	85	87	89	90	89	91	92	1	7
LEP	*	8	9	14	19	19	20	1	12	27	32	27	35	33	41	37	-4	10
Non-LEP	*	28	35	40	47	47	53	6	25	74	77	78	81	80	84	83	-1	9
At-Risk	*	7	10	14	22	21	27	6	20	55	56	57	59	59	65	64	-1	9
Not At-Risk	*	39	47	49	59	59	64	5	25	83	85	86	87	87	90	90	0	7
Economically Disadvantaged	*	13	19	24	31	32	37	5	24	54	57	58	63	63	68	67	-1	13
Not Economically Disadvantaged	*	33	41	45	53	53	59	6	26	78	81	83	85	85	87	87	0	9

*Benchmark year

Table 2.19 Percent Passing English II and U.S. History End-of-Course Tests, Spring 1999 Through 2001

	English II				Gain/Loss		U.S. History				Gain/Loss	
Student Population	**1998**	**1999**	**2000**	**2001**	**2000-01**	**1999-01**	**1998**	**1999**	**2000**	**2001**	**2000-01**	**1999-01**
All Students	*	74	78	75	-3	1	*	71	73	75	2	4
African American	*	60	69	65	-4	5	*	56	59	61	2	5
Hispanic	*	63	72	68	-4	5	*	56	58	64	6	8
White	*	83	85	82	-3	-1	*	84	84	85	1	1
LEP	*	32	45	35	-10	3	*	28	31	34	3	6
Non-LEP	*	76	80	77	-3	1	*	74	75	77	2	3
At-Risk	*	55	64	60	-4	5	*	49	53	58	5	9
Not At-Risk	*	84	87	85	-2	1	*	84	84	86	2	2
Economically Disadvantaged	*	61	69	65	-4	4	*	53	55	59	4	6
Not Economically Disadvantaged	*	79	83	80	-3	1	*	79	80	82	2	3

*Benchmark year

greatest one-year gain of 7 percentage points. Over the period from 1996 to 2001, all groups showed notable improvement, with gains ranging from 12 percentage points for LEP students to 26 percentage points for Hispanic students, students not economically disadvantaged, and White students.

Biology

Results of the spring 2001 administration showed that 80 percent of the students tested performed successfully. Over the period from 1995 to 2001, all groups have exhibited gains, with the greatest gains achieved by African American students (15 percentage points). Economically disadvantaged and Hispanic students followed closely, each group with a gain of 13 percentage points.

English II

Results of the spring 2001 administration showed that 75 percent of the students tested performed successfully. The group performance data showed that percentages passing ranged from 35 percent for LEP students to 85 percent for students not at risk. The greatest two-year gain was made by African American, at-risk, and Hispanic students, with each group's passing rate improving by 5 percentage points.

U.S. History

In 2001, 75 percent of the students taking the U.S. History test passed, which was a 2-percentage point gain over the results from 2000. The group performance data showed that scores ranged from 34 percent passing for LEP students to 86 percent passing for students not at risk. The greatest one-year gain was for Hispanic students, who showed an increase of 6 percentage points; the greatest two-year gain was for at-risk students, who showed an increase of 9 percentage points.

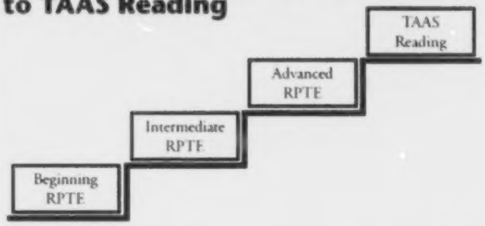
Reading Proficiency Tests in English (RPTE)

Spring 2001
All Students

The Reading Proficiency Tests in English (RPTE), first administered in the 1999-00 school year, measure the annual growth of LEP students in Grades 3 through 12 in learning to read in English. Along with TAAS in English and Spanish, these tests form a comprehensive assessment system for LEP students. The first administration for each student is called the baseline administration because no growth for the student can be determined until the student takes the test twice. The spring 2001 results comprise data for students who previously took the RPTE, as well as for students who took the test for the first time.

An RPTE test has been developed for each of the following four grade groups: Grade 3, Grades 4–5, Grades 6–8, and Grades 9–12. Student performance on each RPTE test is reported in terms of three reading proficiency levels of *beginning*, *intermediate*, and *advanced*. These proficiency levels precede the level of reading ability assessed on the English TAAS reading tests, as shown in Figure 2.5.

Figure 2.5 Proficiency Levels on the RPTE and Their Relationship to TAAS Reading



Students who achieve a rating of *advanced* on the RPTE have demonstrated the highest level of English reading proficiency assessed on these tests and are not required to take the RPTE in subsequent years.

Table 2.20 shows the number of students who took the RPTE and the percentage of students scoring at each proficiency level, by grade level, for the spring 2001 administration.

Table 2.20 RPTE Results, by Grade and Proficiency Level, Spring 2001

Grade	Number of Students	Proficiency Level Percent of Students at Each Proficiency Level *Beginning*	*Intermediate*	*Advanced*
3	63,886	25	28	47
4	32,386	33	34	34
5	25,342	26	29	45
6	18,464	38	27	35
7	18,339	34	24	42
8	15,301	31	23	46
9	18,002	40	26	34
10	9,837	21	25	54
11	4,902	15	28	57
12	2,409	14	25	61

In comparing growth of students who took the RPTE in both 2000 and 2001, the following can be noted: of the 42,507 students who were rated *beginning* in spring of 2000 and took the RPTE in 2001, 19 percent were rated *advanced*, 36 percent were rated *intermediate*, and 45 percent were rated *beginning*. Of the 40,782 students who were rated *intermediate* in spring 2000, 62 percent were rated *advanced* in spring of 2001, 32 percent were rated *intermediate*, and 5 percent were rated *beginning*.

State-Developed Alternative Assessment (SDAA)

Spring 2001 Baseline Administration

All Students

The State-Developed Alternative Assessment (SDAA) is a new component of the statewide assessment program. The SDAA is a test for students enrolled in Grades 3 through 8 who are receiving special education support services as well as instruction in the state-mandated curriculum, the TEKS.

Each student's admission, review, and dismissal (ARD) committee makes all decisions regarding instruction. SDAA allows for the selection of the appropriate assessment by instructional level, so the assessment matches the instruction the students have received regardless of the grade in which they are enrolled. This test is based on the TEKS curriculum and is designed to measure a student's academic growth from year to year as he or she is assessed at the appropriate level of instruction.

The first year a student takes the SDAA in reading and/or mathematics is called a baseline year. The baseline test provides data about the student in order to set expectations for growth in the future. Writing assessment decisions are discussed separately from reading and mathematics decisions because writing tests are administered to students enrolled in Grades 4 and 8 only, whereas reading and mathematics tests are administered every year to students enrolled in Grades 3 through 8.

Student performance on the SDAA is reported in terms of three achievement levels. The achievement level serves two purposes: it describes a student's performance on the SDAA, and it allows for an evaluation of the student's progress from year to year. A brief description of the performance associated with each achievement level follows.

Level I: Few, if any, of the test questions were answered correctly (minimal skills).

Level II: Many of the test questions were answered correctly (moderate skills).

Level III: Most or all of the test questions were answered correctly (sufficient skills).

Tables 2.21 through 2.23 on page 36 present the number of students tested and the percentage of students, disaggregated by instructional level, who scored at each achievement level for the 2001 SDAA tests in mathematics, reading, and writing.

In spring 2001, 142,164 students took the SDAA in **mathematics**. Of those students, 57 percent scored at a *Level III*, 40 percent scored at *Level II*, and 3 percent scored at *Level I*. Of the 156,556 students who took the SDAA in **reading**, 69 percent scored at *Level III*, 28 percent scored at *Level II*, and 3 percent scored at *Level I*. There were 52,462 students who took SDAA in **writing**; 21 percent of these students scored at *Level III*, 46 percent scored at *Level II*, and 33 percent scored at *Level I*.

TAAS and SDAA Exemptions

Spring 2001
All Students

For the 2000–01 school year, as shown in Table 2.24, out of the 2,156,695 students eligible to take the TAAS and SDAA tests, 82,040 (3.8%) students did not take either test. There were 13,343 (0.6%) students who were absent; 30,225 (1.4%) students who were exempted by their language proficiency assessment committee (LPAC); 23,664 (1.1%) students who were exempted by their admission, review, and dismissal (ARD) committee; and 14,808 (0.7%) students who were not tested for various other reasons, such as test administration irregularities or illness during testing.

Table 2.21 SDAA Mathematics, by Instructional and Achievement Level, 2001

Instructional Level	Number Tested	Percent of Students at Each Achievement Level		
		Level I	*Level II*	*Level III*
K	3,466	7	38	55
1	12,047	1	31	68
2	29,598	3	23	75
3	40,877	2	26	72
4	30,076	2	47	51
5	16,040	7	77	16
6	6,958	10	82	8
7	2,394	8	77	15
8	708	29	68	4
Total for All Levels	**142,164**	**3**	**40**	**57**

Table 2.22 SDAA Reading, by Instructional and Achievement Level, 2001

Instructional Level	Number Tested	Percent of Students at Each Achievement Level		
		Level I	*Level II*	*Level III*
K	5,743	1	27	71
1	19,883	2	15	83
2	35,014	4	27	69
3	41,849	3	30	67
4	29,294	3	24	73
5	15,242	4	35	61
6	6,681	3	42	55
7	2,191	5	44	51
8	659	6	50	44
Total for All Levels	**156,556**	**3**	**28**	**69**

Table 2.23 SDAA Writing, by Instructional and Achievement Level, 2001

Instructional Level	Number Tested	Percent of Students at Each Achievement Level		
		Level I	*Level II*	*Level III*
K, 1, 2	22,276	5	56	40
3,4	22,056	53	38	9
5,6	6,459	54	43	3
7,8	1,671	55	41	4
Total for All Levels	**52,462**	**33**	**46**	**21**

Table 2.24 presents the 2001 TAAS and SDAA testing exemptions, disaggregated by grade. This includes students who took the Spanish-version TAAS at Grades 3, 4, 5, and 6.

A Study of the Correlation Between Course Performance in English II and English II End-of-Course (EOC) Test Performance

Overview

Texas Education Code Section 39.182(a)(4) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between students' classroom performance and their scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compared (1) the pass/fail rates of students in their English II course with their pass/fail rates on the English II end-of-course (EOC) test, and (2) the numeric grades that students received in their English II course with their scale scores on the English II EOC test. Passing the English II EOC test is defined as attaining a scale score of at least 1,500, and passing the English II course is defined as receiving a numeric grade of at least 70. A simple random sample of 20,000 students was selected from the population of all middle school and high school students who took the English II EOC test in spring 2000. Requests for data were sent to 939 school districts. A total of 784 school districts responded to this request, supplying pass/fail information and numeric grades for English II for 16,742 students (84% of the original sample). Numeric grades for each student were requested from districts only for the spring 2000 semester that was the terminal semester of the course for the students in the study.

The results of the report are presented in two sections. Part I presents results based on pass/fail information for both the English II course and English II EOC test. Part II presents results based on numeric grades received in the English II course and scale scores received on the English II EOC test.

Part I: Results Based on Pass/Fail Data

All Students and by Ethnic Group. Overall, 78 percent of students in the study passed the English II EOC test, while 89 percent passed their English II course. The passing rates on the English II EOC test and in the English II course for all students and African American, Hispanic, and White students are shown in Figure 2.6.

Table 2.24 Student Exemptions on the TAAS and SDAA, by Grade and Type of Exemption, Spring 2001

Grade	Total Tested	LEP Exempt	ARD Exempt	Absent	Other Not Tested	Total Not Tested	Total Students
Grade Unknown*	589	0	1	0	221	222	811
	72.6%	0.0%	0.1%	0.0%	27.3%	27.4%	100.0%
Grade 3	308,612	5,415	1,391	1,412	674	8,892	317,504
	97.2%	1.7%	0.4%	0.4%	0.2%	2.8%	100.0%
Grade 4	313,140	3,527	964	114	2,680	7,285	320,425
	97.7%	1.1%	0.3%	0.0%	0.8%	2.3%	100.0%
Grade 5	304,495	4,803	1,487	1,325	678	8,293	312,788
	97.3%	1.5%	0.5%	0.4%	0.2%	2.7%	100.0%
Grade 6	300,273	5,042	1,270	1,728	812	8,852	309,125
	97.1%	1.6%	0.4%	0.6%	0.3%	2.9%	100.0%
Grade 7	299,075	6,768	1,130	2,414	850	11,162	310,237
	96.4%	2.2%	0.4%	0.8%	0.3%	3.6%	100.0%
Grade 8	300,943	4,670	955	417	3,965	10,007	310,950
	96.8%	1.5%	0.3%	0.1%	1.3%	3.2%	100.0%
Grade 10	247,528	0	16,466	5,933	4,928	27,327	274,855
	90.1%	0.0%	6.0%	2.2%	1.8%	9.9%	100.0%
Grades 3-8, 10	2,074,655	30,225	23,664	13,343	14,806	82,040	2,156,695
	96.2%	1.4%	1.1%	0.6%	0.7%	3.8%	100.0%

Note: *This information includes SDAA students with no indicated grade level.

Table 2.25 on page 38 presents the comparison between English II EOC test and English II course pass/fail performance for all students and African American, Hispanic, and White students. All percents were estimated within a bound of 2 percent or smaller with 95 percent confidence.

As can be seen in Table 2.25, 73 percent of the students in the sample passed both the English II EOC test and their English II course, while only 5 percent failed both the English II EOC test and their English II course. A small percentage (5%) passed the English II EOC test but failed their English II course; a larger percentage (17%) passed the English II course but failed the English II EOC test.

For each of the ethnic groups analyzed, more students passed the English II course but failed the English II EOC test than passed the English II EOC test but failed the English II course. For example, 23 percent of African American students passed the English II course but failed the English II EOC test while only 6 percent passed the English II EOC test but failed the English II course. This same pattern also held true for Hispanic and White students.

Economically Disadvantaged. Figure 2.7 on page 38 displays the percent of students passing the English II EOC test and the percent passing the English II course by economic status.

For both groups of students, those classified as economically disadvantaged and those classified as not economically disadvantaged, a higher percentage of students passed their English II course than passed the English II EOC test. Eighty-five percent of economically disadvantaged students passed their English II course whereas only 69 percent passed the English II EOC test. Likewise, 92 percent of students who were not economically disadvantaged passed their English II course, while 82 percent passed the English II EOC test.

Figure 2.6 Percent Passing English II EOC Test and English II Course, Spring 2000

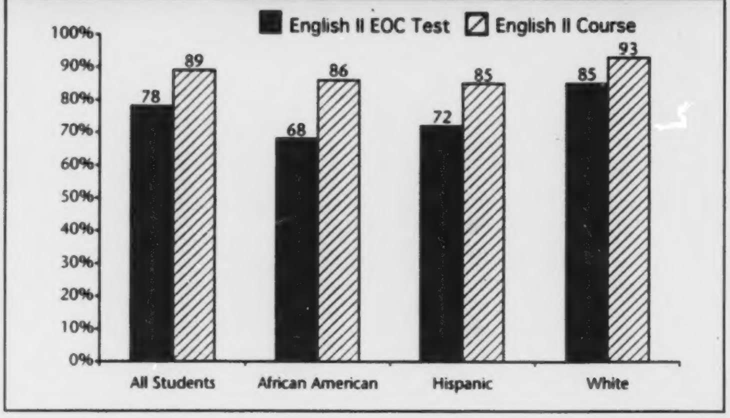


Table 2.25 English II EOC Test and English II Course Performance, by Ethnicity, Spring 2000

	Passed Course	Failed Course
All Students		
Passed EOC Test	73%	5%
Failed EOC Test	17%	5%
African American Students		
Passed EOC Test	62%	6%
Failed EOC Test	23%	9%
Hispanic Students		
Passed EOC Test	64%	8%
Failed EOC Test	20%	8%
White Students		
Passed EOC Test	81%	4%
Failed EOC Test	13%	3%

Table 2.26 English II EOC Test and English II Course Performance, by Economic Group, Spring 2000

	Passed Course	Failed Course
Economically Disadvantaged Students		
Passed EOC Test	62%	7%
Failed EOC Test	22%	8%
Not Economically Disadvantaged Students		
Passed EOC Test	78%	4%
Failed EOC Test	14%	4%

In Table 2.26, comparisons were made between pass/fail performance on the English II EOC and the pass/fail rates on the English II Course for students who were and were not economically disadvantaged. All percents were estimated within a bound of 2 percent or smaller with 95 percent confidence.

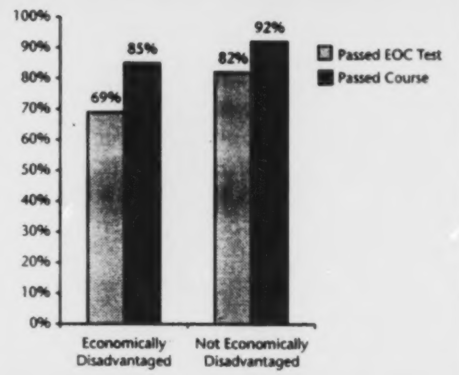
For both economically disadvantaged and not economically disadvantaged students, a higher percentage of students passed the English II course and failed the English II EOC test than passed the English II EOC test and failed the English II course. As can be seen in Table 2.26, 22 percent of economically disadvantaged students passed the English II course but failed the English II EOC test, whereas only 7 percent passed the English II EOC test but failed the English II course. A similar pattern was seen in the performance of students who were not economically disadvantaged.

Part II: Results Based on Course Grades and Scale Scores

In addition to providing the pass/fail rates for students in English II courses, the districts sampled also provided the specific numeric grade that each student received for the spring 2000 semester. The following analyses provided statistical information on the degree of association between the numeric grades that students received in their English II course and the scale scores that they received on their English II EOC test.

Linear Correlation Analyses. Because the English II course grades were not normally distributed, Spearman correlation coefficients were computed to measure the linear correlation between English II course grades and EOC test scores. The Spearman correlation coefficient between the English II EOC scale scores and the English II course grades for all students was 0.49 ($p < .0001$). This correlation indicated that there was a significant relationship between students' scores on the EOC test and the scores they received in their English II course. In other words, there was a general trend for students who did well in their English II course also to perform well on the English II EOC test, and for students who did not do as well in their English II course to receive lower scores on the English II EOC test. As can be seen in Table 2.27, that same trend was consistent across ethnic groups and for students classified as economically disadvantaged and not economically disadvantaged.

Figure 2.7 Percent Passing English II EOC Test and English II Course, By Economic Status, 2000



Regression Analyses. Regression analyses were performed in order to analyze further the relationship between English II EOC test scale scores and spring 2000 English II course grades. First, a stepwise regression analysis was performed with scale score on the English II EOC test as the criterion variable and the following variables as predictors: English II course grade, English II course grade squared, ethnic group membership, economic status, and the interactions among these variables. The selection criterion used was the maximum R^2 criterion which first includes in the regression model the predictor variable that accounts for the most variance in the criterion variable (produces the highest R^2 value for the regression model), followed by the variable that produces the largest increment in R^2, and so on until all variables were added to the model.

English II course grade and its square were found to be the predictor variables that accounted for the most variation in English II EOC test scale score. With these predictor variables alone, an R^2 value of 0.20 was obtained for the model. With all predictor variables included in the model, the R^2 value increased only to 0.22. The interaction between English II course grade and ethnicity accounted for nearly all of the R^2 difference between the model containing only English II course grade and its square and the full model, which means that the regression curves were different for each ethnic group. Ethnicity alone and all variables involving economic status contributed negligibly to the model.

Table 2.27 Spearman Correlations Between English II EOC Test Scores and Course Grades, Spring, 2000

Student Group	Spearman Correlation Coefficient*
All Students	0.49
African American Students	0.45
Hispanic Students	0.42
White Students	0.46
Economically Disadvantaged Students	0.42
Not Economically Disadvantaged Students	0.49

*All correlation coefficients are estimated within a bound of 0.05 with 95% confidence.

Table 2.28 Mean English II EOC Test Scores For Given English II Course Grades, Spring 2000

	Course Grade				
Student Group	*60*	*70*	*80*	*90*	*100*
All Students	1,514	**1,598**	1,723	1,889	2,094
African American Students	1,466	**1,549**	1,668	1,823	2,015
Hispanic Students	1,514	**1,583**	1,687	1,827	2,001
White Students	1,548	**1,638**	1,761	1,919	2,109

Second, separate regression analyses were performed using English II EOC test scale score as the criterion variable and English II course grade and its square as the only predictor variables for all students and for African American, Hispanic, and White students. The main results of these analyses can be summarized as follows: (1) English II course grade had a positive quadratic relationship with English II EOC test score for all ethnic groups but the regression or prediction equation was different for each group, and (2) for each of the ethnic groups, the regression model predicted a passing English II EOC test scale score (i.e., 1,500) for an English II course grade of around 60. Table 2.28 shows predicted English II EOC test scale scores given English II course grades of exactly 60, 70, 80, 90, and 100 for all students and for African American, Hispanic, and White students.

Agency Contact Person

Ann Smisko, Associate Commissioner of Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The TAAS, RPTE, SDAA, and End-of-Course test results as well as information about all the agency testing activities and test development are on the TEA website (www.tea.state.tx.us/) under Curriculum/Assessment. Released TAAS tests are also available.

State/district/campus/charter school accountability ratings and the Academic Excellence Indicator System (AEIS) performance reports are also available on the TEA website under Performance Reporting (also see Chapter 1 of this report).

Release of Tests

Every August all TAAS and end-of-course tests administered during the previous school year are released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests are not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.

3. Alternative Education

In 1995, the 74th Legislature enacted the Safe Schools Act that required school districts to establish Disciplinary Alternative Education Programs (DAEP) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code (TEC) Chapter 37). Further, in 1997, the commissioner of education was required to adopt rules necessary to administer the provisions of Chapter 37 for DAEPs. DAEP placements may be mandatory and discretionary (Table 3.1). Chapter 37 specifies the offenses that result in mandatory placements to DAEPs. In addition, school administrators have the discretion to place students in DAEPs for violations of local student codes of conduct, even if these violations are not included in the mandatory removals stated in Chapter 37. These are known as discretionary offenses.

The academic mission of a disciplinary alternative education program (DAEP) shall be to enable students to perform at grade level (TEC §37.008(m)). Each school district shall provide a DAEP that focuses on English language arts, mathematics, science, history, and self-discipline. This mission conforms to the four Public Education Academic Goals; namely, that students in the public education system will demonstrate exemplary performance in the reading and writing of the English language, in the understanding of mathematics, in the understanding of science, and in the understanding of social studies. In addition, a DAEP must provide for the educational and behavioral needs of students who have been removed from their regular classrooms or campuses. It is state policy to treat all students with dignity and respect (Senate Bill 1196).

Table 3.1 Classification of Student Behaviors, 1999-00

Action	Student Behavior
Discretionary Placement	**Code[a]** 01 – Disruptive behavior (TEC §37.002) 10 – Based on conduct occurring off campus and not in attendance for felony not in Title 5 Penal Code 21 – Violation of student code of conduct 25 – Hearing, special education placement 33 – Possessed, purchased, used or accepted a cigarette or tobacco product 34 – School-related gang activity, action by three or more persons having a common sign or symbol 99 – Other
Mandatory Placement	02 – Conduct punishable as a felony (TEC §37.006(a)(1)) 04 – Possessed, sold, or used marihuana or other controlled substance (TEC §37.006(a)(3), and §37.007(b)) 05 – Possessed, sold, used, or was under the influence of an alcoholic beverage 06 – Abuse of glue or aerosol paint 07 – Public lewdness or indecent exposure (TEC §37.006(a)(6)) 08 – Retaliation against school employee (TEC §37.006(b) and 37.007(d)) 09 – Based on conduct occurring off campus and not in attendance for felony in Title 5 Penal Code 26 – Terrorist threat (TEC §27.006(a)(2)) 27,28 – Assault under Penal Code §22.01(a) against a school district employee or other person
Discretionary Expulsion	20 – Serious or persistent misconduct violating the student code of conduct while in Discipline Alternative Education Program (DAEP) 22 – Criminal mischief (TEC §37.007(f)) 23 – Emergency placement/expulsion (TEC §37.019)
Mandatory Expulsion	11 – Used, exhibited, or possessed a firearm (TEC §37.007(a)(1)(A) and §37.007(3)) 12 – Used, exhibited, or possessed an illegal knife (TEC §37.007(a)(1)(B)) 13 – Used, exhibited, or possessed a club (TEC §37.007(a)(1)(C)) 14 – Used, exhibited, or possessed a prohibited weapon 15 – Aggravated assault or sexual assault 16 – Arson (TEC §37.007(a)(2)(B)) 17 – Murder, capital murder, criminal attempt to commit murder, or capital murder 18 – Indecency with a child (TEC §27.007(a)(2)(D)) 19 – Aggravated kidnapping (TEC §27.007(a)(2)(E)) 29,30 – Aggravated assault Penal Code §22.01(a) against school district employee or other 31,32 – Sexual assault or aggravated sexual assault under Penal Code §22.001

[a] Code in Public Education Information Management System (PEIMS) data records (1999-00).

There are alternative education programs (AEP) implemented in many schools districts that are not necessarily disciplinary alternative education programs. DAEPs differ from AEPs such as dropout recovery programs, General Educational Development (GED) programs, and other alternative high school settings. Students who enroll in AEPs are often at risk for dropping out of school, have previously dropped out, or have found that the traditional school settings are not appropriate for their learning needs. Students usually do not attend AEPs because of disciplinary assignments, although they may have had previous DAEP assignments.

Districts have implemented a variety of DAEP programs, with different instructional arrangements and different behavior management systems. All programs are required to provide instruction in the four core academic areas: English language arts, mathematics, science, and social studies. Some programs provide direct, teacher-oriented classroom instruction; others combine direct instruction with self-paced, computer-assisted programs. Behavior management approaches include "boot camp"-type systems to "point systems" that reward positive behavior. DAEPs may be housed on regular home campuses or may be dedicated DAEPs housed in separate facilities. Several small, rural districts have entered into cooperative arrangements with other districts to provide DAEPs. Almost all DAEPs are highly structured. For example, many DAEPs use metal detectors, require students to wear uniforms, maintain small student to teacher ratios, and escort students from one area of the campus to another. In DAEPs, safety is a primary concern.

Sources of Information

School districts were required to report student-level information related to TEC Chapter 37 annually to the agency beginning in the 1997-98 school year. The data are reported to the Texas Education Agency (TEA) through the Public Information Management System (PEIMS) 425 Record. The information presented in this chapter was derived from analyzing several records, including the 425 Record, contained within the 1999-00 PEIMS dataset. In some cases, student PEIMS records were matched with Texas Assessment of Academic Skills (TAAS) data. Other PEIMS data, including leaver reason, gender, ethnicity, and socioeconomic status were also used in the analyses for this report.

Since the initial submission of the 425 Record, the agency has seen a steady improvement in data submitted by districts. Districts have been challenged by the degree of detail required by the 425 Record. This detail is needed to reflect the complexity of the statute regarding student discipline and school safety. Districts acknowledge the importance of accurately reporting data in order to ensure a true reflection of discipline implementation within the schools. As a result, many districts pursue opportunities to train appropriate staff in the provisions of Chapter 37. Often this training is coupled with PEIMS 425 Record reporting requirements.

Even though data quality is improving, staff in the Division of Safe Schools has identified several issues regarding Chapter 37. Some schools under- or over-report the number of students placed in DAEPs. Problems have been noted in reporting the number of days that students are assigned to DAEPs. In some instances, half-day assignments are not coded correctly; in other instances, students are reported as suspended for periods of time greater than the 3-day maximum allowed by law. TEA staff is actively pursuing methods to ensure that the data collection process is improved. Changes have been made to data reporting procedures to minimize the potential for errors and miscoding. The DAEP annual evaluation reports and on-going development of a DAEP monitoring system will allow agency staff to identify potential data errors quickly and call these potential errors to the attention of districts.

Evaluation, Reporting, and Data Analyses

In 1999, the 76th Legislature amended TEC Chapter 37 (TEC §37.008(m)) to include a requirement that the commissioner of education adopt rules necessary to evaluate the performance of each district's DAEPs annually. With the assistance of external evaluators, an analysis of the student data submitted to TEA through PEIMS in the 1998-99 and 1999-00 school years was conducted. The analysis primarily focused on incidents that resulted in placements to DAEPs. In addition to the data analysis, TEA staff and evaluation consultants surveyed a sample of administrators, teachers, parents, and students across the state. These surveys provided insight into how each group perceived the local DAEP in terms of strengths and areas of needed improvement. Site visits to a selected number of DAEPs were also conducted.

Beginning in spring 2001, each district reporting disciplinary data received its first annual evaluation report. During the developmental phase of the annual evaluation report, a DAEP advisory committee was created. This advisory committee, composed of DAEP principals, superintendents, legislative staff, members of education associations, and teachers, reviewed multiple versions of the report and provided significant input during the developmental process. Each report has standardized state information, but reflects district information as well. The evaluation report includes measures that assess educational progress, student behavior, and the proportion of students assigned to DAEPs. When available and appropriate, data are reported by the following student groups: White, Hispanic, African American, economically disadvantaged, and all students. For comparison purposes, each evaluation report includes state-level data. In conjunction with the release of the first DAEP report, each district was surveyed to provide feedback and comments to TEA staff regarding the evaluation. Based on the responses, minor adjustments were made to formatting. Slight changes were made to the narrative sections of the report in an effort to make the content more easily understood.

TEA is also developing a desk-monitoring system to examine district DAEP programs. This monitoring system will help identify data errors, unsatisfactory student performance, disproportionate assignment of student groups (e.g., Hispanic or African American students), and high levels of recidivism.

Students Assigned to DAEPs

Table 3.2 presents the number of students removed to DAEPs (individual student count) and the total number of removals or placements to DAEPs (total assignments) in 1997-98 through 1999-00 in Grades PK-12. The data presented for the total number of assignments reflects duplicated counts—students who were assigned more than once in a school year. These data do not represent charter schools.

In the 1999-00 dataset, there were 85,827 students assigned to a DAEP at least once during the year. The number of individual students assigned to DAEPs increased by 32 percent from 1997-98 to 1999-00 (Table 3.2). The total number of assignments (where a student may be represented multiple times) increased by 40 percent over the same time period. The average number of DAEP assignments increased from 1.35 to 1.43 per student. Recidivism represents the number of times individual students return to DAEPs within a school year. An increase in the average number of assignments does not necessarily mean that DAEP assignments have become less effective at preventing recidivism.

Table 3.2 Assignments to DAEPs and Expulsions, 1997-98 Through 1999-00

	1997-98	1998-99	1999-00
		DAEP Placements	
Individual Student Count	66,670	70,726	85,827
Total Assignments	87,560	94,203	122,906
		Expulsions	
Individual Student Count	12,792	17,944	8,894
Total Assignments	16,218	22,916	9,629

In 1997-98, there were 1.4 mandatory assignments for every one discretionary placement. By 1999-00, this ratio was reversed: there were 5.4 discretionary assignments for every one mandatory assignment. Mandatory assignments were found to be longer than discretionary ones. The number of expulsions decreased by almost 33 percent from 1997-98 to 1999-00. It is probable that DAEPs provide districts with alternatives to expulsion for certain offenses.

The percentages of students by student group assigned to DAEPs were not equal to the percentages of students by student group in the population of students as a whole. African American students comprised about 14 percent of all students in the state, but almost 23 percent of DAEP students (Table 3.3 on page 44). White students were under-represented in DAEPs. The percentages of economically disadvantaged students were about the same in the state and in DAEPs. A grade level analysis indicated that African American students were over-represented in the early grade levels, while Hispanic students tended to be over-represented in the middle grades. In addition, African American students were more likely to be over-represented in discretionary placements and Hispanic students in mandatory placements.

Male students comprised about 74 percent of the DAEP population (Table 3.4). Over-representation of male students assigned to DAEPs declined as the proportion of male teachers in the sending campus increased. Males also represented about 70 percent of the students receiving special education services. Students receiving special education services were also over-represented in the DAEP population. About 22 percent of students in DAEPs were receiving special education services, compared to 12 percent of students statewide. The majority of students that have DAEP assignments were in the ninth grade; few elementary students received DAEP assignments. The percentage of students in DAEPs within a grade level steadily declined through high school. This may be related to the dropout rate for DAEP students, which was higher than the rate for all students.

Table 3.3 Assignments to DAEPs, by Grade Level and Student Group, 1999-00

	All Students	Student Group			
		African American	Hispanic	White	Economically Disadvantaged
Grade 1					
State	336,410	49,859	145,722	131,581	185,024
DAEP	421	163	114	144	263
Grade 2					
State	328,080	48,140	138,343	132,419	177,817
DAEP	740	314	196	225	500
Grade 3					
State	324,476	48,247	133,160	134,056	173,698
DAEP	1,046	418	292	329	710
Grade 4					
State	320,652	46,769	112,916	137,959	165,221
DAEP	1,560	527	492	535	1,037
Grade 5					
State	314,590	46,145	121,616	137,561	159,101
DAEP	2,354	734	6[illegible]0	767	1,554
Grade 6					
State	314,720	45,693	121,106	138,761	153,029
DAEP	6,293	1,479	2,862	1,885	4,050
Grade 7					
State	318,586	46,436	122,427	140,925	146,136
DAEP	13,120	3,184	6,070	3,729	7,723
Grade 8					
State	314,687	44,410	118,434	142,862	134,198
DAEP	15,038	3,197	6,801	4,860	8,023
Grade 9					
State	388,674	58,911	156,802	162,594	149,269
DAEP	22,220	4,738	10,085	7,112	10,254
Grade 10					
State	293,450	41,661	103,348	139,219	96,055
DAEP	10,457	2,184	3,867	4,237	4,020
Grade 11					
State	251,547	33,804	83,094	126,020	74,918
DAEP	6,793	1,325	2,217	3,114	2,227
Grade 12					
State	237,278	31,508	78,495	119,097	59,637
DAEP	4,451	843	1,312	2,199	1,047
All Grades[a]					
State	3,743,150[b]	14.4%	38.4%	43.9%	44.7%
DAEP	84,493[c]	22.6%	41.5%	34.5%	49.0%

[a] Percentages are based on unduplicated student counts. Each student is counted once in a category regardless of the number of assignments to DAEPs.
[b] Calculated as cumulative population for Grades 1-12.
[c] Total assignments in Grades 1-12.

Average Length of Stay and Average Repeat Rates

The number of days in DAEP placements per student in 1999-00 was calculated by combining days from multiple assignments. Aside from cumulative placement times, placement times in dedicated DAEPs were compared to placement times in non-dedicated DAEPs. Dedicated DAEPs are off-campus DAEPs housed in separate facilities (TEC §37.008(c)). All other DAEPs are considered non-dedicated DAEPs, although TEA is continuing to refine and improve the identification of campuses as dedicated DAEPs. The average number of days ranged from approximately 24 days for White students to approximately 29 days for Hispanic students (Table 3.5). Students had longer placement times when assigned to dedicated DAEPs than when assigned to on-campus DAEPs. The differences in length of assignment among student groups were much more pronounced in dedicated DAEPs. While there was about a five-day difference between home campus and dedicated DAEP assignments for White students, there was an 18-day difference for African American students and an almost 11-day difference for Hispanic students.

Students may be assigned to DAEPs more than once during the course of a school year. For discretionary assignments, the average number of assignments ranged from 1.46 for Hispanic students to 1.52 for African American and White students (Table 3.6). For mandatory offenses, the average number of repeat assignments was lower, ranging from 1.05 for White students to 1.08 for Hispanic students. Repeat mandatory assignments may be less common because the assignments are longer, leaving less time in the school year for incidents that result in additional DAEP assignments. In addition, there was a growing trend for school districts to assign students to DAEPs for a semester at a time. Depending on the time of year students are assigned, this practice could affect the number of repeat assignments.

Male students had, on average, 1.5 discretionary assignments, compared to 1.45 for female students. Both male and female students had an average of about 1.7 mandatory assignments. Across student groups, about three-fourths of students committed only one disciplinary offense in the 1999-00 school year (Table 3.6).

Table 3.4 Assignments to DAEPs, by Gender and Special Education Services, 1999-00

		Gender, %		Special Education Services, %	
	All Students	Male	Female	Special Education	Non-Special Education
State*	3,991,783	51	49	12.1	87.9
DAEP	84,513	74	26	21.6	78.4

*Calculated from AEIS Snapshot population for Grades 1-12 for 1999-00 school year.

Table 3.5 Length of Placement in DAEPs, by Student Group and Gender, 1999-00

	Average Placement, Days		
Student Group	All DAEPs	Non-Dedicated DAEPs	Dedicated DAEPs
African American	25.2	16.3	34.5
Hispanic	29.4	23.3	34.1
White	24.1	21.6	26.6
Economically Disadvantaged	28.1	22.3	33.2
All Students	26.5	21.0	31.7

Texas Assessment of Academic Skills (TAAS)

Performance on TAAS is required in the DAEP annual evaluation reports. 2000 TAAS scores were examined using two measures: the percentage of students passing and the Texas Learning Index (TLI). This information includes students in Grades 3-8 and those who take the exit-level test in Grade 10. TAAS scores of students assigned to DAEPs at any time during the year were included in the DAEP averages, even if the students were not in DAEPs at the time of TAAS testing.

In 1999-00, the percentages of students assigned to DAEPs passing reading and mathematics TAAS were lower than the percentages of students statewide passing (Table 3.7). There were about 15- to 20-point differences in reading and mathematics across all student groups between students statewide and students assigned to DAEPs. In 1999-00, about 67 percent of male DAEP students passed the mathematics TAAS test, and 65 percent passed the reading TAAS. For female DAEP students, 69 percent passed mathematics and about 68 percent passed reading. The differences in passing rates for male and female students in DAEPs were similar to differences between male and female students statewide.

Students in Grades 4-8 assigned to DAEPs in 1999-00 were performing below state averages on the TAAS in 1999 (Table 3.8 on page 46). For example, for both African American and Hispanic students, the average reading TLI was approximately 73 in 1999. The TLIs for both groups

Table 3.6 Frequency of DAEP Assignments, by Student Group, 1999-00

	Average Number of Assignments		
Student Group	Discretionary	Mandatory	Students With Single Assignments, %
African American	1.52	1.06	73.5
Hispanic	1.46	1.08	74.7
White	1.52	1.05	75.2
Economically Disadvantaged	1.48	1.07	74.0
All Students	1.49	1.07	74.6

Table 3.7 TAAS Performance, DAEPs, by Student Group and Gender, 2000

	Percent Passing Reading		Percent Passing Mathematics	
Student Group	State	DAEPs	State	DAEPs
African American	80.8	59.0	77.0	58.7
Hispanic	80.7	59.1	82.9	63.7
White	94.3	79.4	93.6	78.0
Economically Disadvantaged	79.8	59.2	81.1	63.1
Males	85.4	64.8	86.9	66.5
Females	89.3	68.1	87.9	69.0
All Students	87.4	66.0	87.4	67.4

Note. Passing percentages of students taking TAAS in Grades 3-8 and 10.

declined slightly in 2000. A TLI of 70 is required to pass the TAAS.

The 2000 TLIs of students who were at risk of dropping out were similar to the TLIs of students in DAEPs. For example, the average reading TLI for Grade 8 students considered at risk was 78, and the average reading TLI for Grade 8 students not considered at risk was 90 (*2000 Comprehensive Biennial Report on Texas Public Schools*, TEA, 2000). The reading TLI of 76 for students placed in DAEPs was similar to the reading TLI of 78 reported for Grade 8 at-risk students statewide. The mathematics TLI for both male and female students in DAEPs was slightly less than 75. In reading, female students had an average TLI of 76.4, about one point higher than the average TLI of male students in DAEPs. Analyses of 2001 TAAS data for DAEP students will be available in spring 2002.

The percentages of DAEP students tested on and exempted from the 2000 reading TAAS tests were compared to the percentages of students statewide as reported on the 2000 Academic Excellence Indicator System (AEIS) report (Table 3.9). The number of DAEP students tested was lower than the percentage of students tested statewide.

Table 3.8 TAAS Performance, Spring 1999 and 2000, Students Assigned to DAEPs in 1999-00, by Student Group and Gender

	Reading TLI[a]			Mathematics TLI[a]		
	1999	2000	Gain	1999	2000	Gain
African American	73.2	72.8	-0.4	72.0	71.9	-0.1
Hispanic	73.3	73.2	-0.1	74.0	73.9	-0.1
White	81.3	81.2	-0.1	79.4	78.5	-0.8
Economically Disadvantaged	73.4	73.1	-0.3	73.6	73.4	-0.2
Males	75.6	75.4	-0.2	75.2	74.8	-0.4
Females	76.4	76.2	-0.2	74.9	74.9	0.0
All Students	76.0	75.8	-0.2	75.2	74.9	-0.3

[a] Grades 4-8.

Table 3.9 TAAS Participation, DAEP Students, 1999-00

	Reading and Mathematics TAAS, State, %	Reading TAAS, DAEPs, %				
		All Students	African American	Hispanic	White	Economically Disadvantaged
Percent Tested	90.2	72.3	70.0	70.5	76.2	68.6
Absent	0.6	7.4	6.1	8.6	6.9	7.4
ARD Exempt[a]	7.1	15.9	20.5	15.2	13.7	19.3
LEP Exempt[b]	1.3	0.9	0.1	2.0	0.1	1.2
Other	0.8	3.5	3.5	3.8	3.1	3.5

[a] Students in special education programs exempted from the TAAS by their Admission, Review, and Dismissal (ARD) committee.

[b] Students who exempted from the TAAS because of limited English proficiency (LEP).

Slightly more than twice the percentage of DAEP students received special education exemptions from testing than the percentage of students statewide. This is not surprising considering more DAEP students in 1999-00 were receiving special education services than were students statewide. The percentage of students in DAEPs not taking the 2000 reading TAAS test because of absence was higher than the percentage reported for the state as a whole. The percentage of students exempted for "other" reasons was also higher for students placed in DAEPs than for students statewide. This exemption includes students who may not be tested due to illness during testing or other test administration irregularities.

Because male students were over-represented in special education programs and students in special education programs were over-represented in DAEPs, it is not surprising to find that male DAEP students had an ARD exemption rate (18%) almost twice that of female DAEP students (10%). Male and female DAEP students had similar percentages in the other exemption categories.

Dropout Rates for DAEP Students

For each student in Grades 7-12 not returning to school from the previous year, the district must submit the reason the student left. There were a total of 43 different reasons that could be used to describe why a student left during or after the 1999-00 school year. These codes are grouped into three categories: dropouts, graduates, or students leaving for other reasons. A complete listing of codes and classifications is available on the TEA web site.

Out of 70,916 students in Grades 7-12 assigned to DAEPs in 1999-00, there were 10,916 students who did not return in 2000-01. Of these students, 56.5 percent were reported as leaving school, but were not classified as graduates or dropouts. Another 13.3 percent

Table 3.10 Annual Dropout Rate, Grades 7-12, DAEPs, by Student Group and Gender, 1999-00

		Gender		Student Group			
Rate, %	All Students	Males	Females	African American	Hispanic	White	Economically Disadvantaged
State	1.6	1.6	1.5	2.3	2.3	0.8	1.5
DAEPs	2.0	2.2	1.7	2.0	2.3	1.8	1.8

were reported as dropouts, and 30.7 percent were reported as graduates. The annual dropout rate for all students in Grades 7 through 12 with DAEP assignments was 2.0 percent, slightly higher than the overall state rate (Table 3.10). In DAEPs and the state as a whole, White students had lower dropout rates than either African American or Hispanic students. The reported annual dropout rate for male students was 2.2 percent, while female students had a 1.7 percent annual rate.

Attendance and Assignment Patterns

The 2000 attendance rate of 86.4 percent for students with dedicated DAEP assignments was 9 percentage points lower than the state average of 95.4 percent as reported in the 2000 AEIS state report. The attendance rate for DAEP students while enrolled at their home campus was 89 percent. These attendance rates were lower than the state average and indicate that DAEP students were not in regular attendance, even before their DAEP assignments. DAEP students had a higher rate of absence from the TAAS testing than students statewide (Table 3.9).

In 1999-00, there was a relationship between the time of the year and the number of DAEP assignments students received. On a percentage basis, the highest period of first-time DAEP assignments took place during the second six-week period, followed by the fourth six-week period. The last six-week period had the lowest reported rate of first-time assignments to DAEPs.

Agency Contacts

Robert Muller, Associate Commissioner, Continuing Education and School Improvement, (512) 463-8532 and Billy G. Jacobs, Manager, Safe Schools Division, (512) 463-9982.

Other Sources of Information

2001 Developmental DAEP Annual Evaluation Report.

4. Performance of Students At Risk of Dropping Out of School

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, Senate Bill 702 changed the state criteria used for identifying students at risk of dropping out of school by amending Section 29.081 of the Texas Education Code (TEC). The new criteria expand the definition of students at risk of dropping out of school thereby including more students for services. Districts began using the new criteria to identify at-risk students in the 2001-02 school year.

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in Prekindergarten, Kindergarten or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Because this report was required to be completed by December 1, 2001, the data reported on at-risk students from 1999, 2000, and 2001 were based on at-risk identification using the definitions in place at that time. The TEC Section 29.081(d) in effect then stated:

> (d) For the purposes of this section, "student at risk of dropping out of school" includes:
>
> (1) each student in Grade levels 7 through 12 who is under 21 years of age and who:
>
> (A) was not advanced from one grade level to the next for two or more school years;
>
> (B) has mathematics or reading skills that are two or more years below grade level;
>
> (C) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade;
>
> (D) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
>
> (E) is pregnant or a parent;
>
> (2) each student in Prekindergarten through Grade 6 who:
>
> (A) did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year;
>
> (B) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39;
>
> (C) is a student of limited English proficiency, as defined by Section 29.052;
>
> (D) is sexually, physically, or psychologically abused; or
>
> (E) engages in conduct described by Section 51.03(a), Family Code; and
>
> (3) each student who is not disabled and who resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

The 2002 data reported in the *2002 Comprehensive Annual Report* on at-risk students will be based on the definition of at risk as defined by Senate Bill 702.

Testing and Exemption Information

This chapter presents a comparison of spring 2001 Texas Assessment of Academic Skills (TAAS) results with spring 1999 and spring 2000 TAAS results for students at risk of dropping out of school.

When comparing the data for exemptions, it should be noted that the number of Admission, Review, and Dismissal (ARD) Committee exemptions given to students in special education in both 1999 and 2000 includes any student exempt from the English TAAS and Spanish TAAS while the number of exemptions in 2001 includes any student identified as exempt from the English TAAS, Spanish TAAS, and the State-Developed Alternative Assessment (SDAA). Implementation of the SDAA in 2001 resulted in a large decrease in the number of ARD exemptions. Beginning in 2001, students with disabilities were exempt only if it was determined by their ARD committee that the student should be administered the Locally-Developed Alternative Assessment (LDAA) rather than the English TAAS, Spanish TAAS, or SDAA.

Prior to school year 1999-00, SBOE rule permitted Language Proficiency Assessment Committees (LPACs) to exempt limited English proficient (LEP) students, regardless of immigrant status, for a maximum of three years beginning with Grade 3 or their first year in the U.S. whichever was later. In school year 1999-00, SBOE rule was amended to allow exemptions only for immigrant LEP students and only during the immigrant's first three years in the U.S. This rule required all nonimmigrant LEP students to take TAAS beginning in Grade 3 and all immigrant LEP students enrolled since Grade 1 to take TAAS by Grade 4, resulting in a significant decrease in LEP exemptions in 2000. Senate Bill 676 narrowed provisions for exemptions further in the 2000-01 school year by shortening the exemption period for immigrant LEP students who meet specific criteria related to Reading Proficiency Tests in English (RPTE) performance and education outside the U.S. As a result, certain immigrant LEP students are now eligible for exemption only during their first year or second year in the U.S.

The TAAS data in this chapter are presented first by grade then by subject area tested. The percent passing rates for at-risk students are included for

Table 4.1 Percent of At-Risk Students Passing Grade 3 Reading TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	74	72	73	-1	69	71	70	1
Female	80	79	76	-4	79	80	78	-1
Native American	74	74	73	-1	54	67	71	17
Asian/Pacific Islander	91	86	88	-3	*	*	60	NA
African American	65	67	64	-1	80	36	71	-9
Hispanic	78	76	75	-3	74	75	74	0
White	80	81	79	-1	74	80	75	1
Economically Disadvantaged	75	57	73	-2	74	75	74	0
All At-Risk Students	77	76	75	-2	74	75	74	0

*Five or fewer students tested.

Table 4.2 Percent of At-Risk Students Passing Grade 3 Mathematics TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	73	67	72	-1	74	75	82	8
Female	69	66	70	1	75	74	82	7
Native American	74	59	63	-11	45	67	71	26
Asian/Pacific Islander	90	84	88	-2	*	*	80	NA
African American	53	51	57	4	88	42	91	3
Hispanic	73	68	73	0	75	75	82	7
White	75	71	74	-1	82	75	84	2
Economically Disadvantaged	69	64	70	1	74	75	82	8
All At-Risk Students	71	66	71	0	75	75	82	7

*Five or fewer students tested.

1999, 2000, and 2001. There is a change column which reflects the change from 1999 to 2001 in the percent of at-risk students passing. The last section in this chapter shows the TAAS exemptions for 1999, 2000, 2001 and the change in the number of students exempted from 1999 to 2001. The ARD exemptions reflect students in special education who were exempted from the TAAS by their Admission, Review, and Dismissal (ARD) committee. The LEP exemptions reflect those students given exemptions because of their limited English proficiency.

Grade 3 TAAS

Reading. The percent of at-risk students passing reading decreased from 1 to 4 percent for all students and all student groups between 1999 and 2001 (Table 4.1). The percent of at-risk students passing the Spanish TAAS increased for male students (1%), Native American students (17%), and White students (1%); remained the same for all students and Hispanic and economically disadvantaged students; and decreased for female students (-1%) and African American students (-9%).

Mathematics. The percent of at-risk students passing mathematics increased for female students (1%), African American students (4%), and economically disadvantaged students (1%); remained the same for all students and Hispanic students; and decreased for male students (-1%), Native American students (-11%), Asian/Pacific Islander students (-2%), and White students (-1%) (Table 4.2). The percent of at-risk students passing the Spanish TAAS increased for all students and all student groups, with the increases ranging from 2 percent to 26 percent.

Grade 4 TAAS

Reading. From 1999 to 2001, the percent of at-risk students passing reading increased for all students and all student groups (4% to 7%), except for Asian/Pacific Islander students (-2%) (Table 4.3). The percent of at-risk students passing the Spanish TAAS increased considerably for all students and all student groups.

Mathematics. The percent of at-risk students passing mathematics increased for all students and all student groups (2% to 11%), except Asian/Pacific Islander students, which remained the same (Table 4.4). The percent of at-risk students passing the Spanish TAAS increased appreciably for all students and all student groups.

Writing. The percent of at-risk students passing writing increased for all students and all student groups except Asian/Pacific Islander students (Table 4.5). The percent of at-risk students passing the Spanish TAAS increased appreciably for all students and all student groups.

Table 4.3 Percent of At-Risk Students Passing Grade 4 Reading TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	71	73	75	4	40	52	58	18
Female	76	78	81	5	50	62*	67	17
Native American	70	71	77	7	15	20	*	NA
Asian/Pacific Islander	90	85	88	-2	*	*	*	NA
African American	64	69	70	6	38	*	86	48
Hispanic	73	75	78	5	46	57	63	17
White	79	80	83	4	29	63	83	54
Economically Disadvantaged	70	73	76	6	45	57	63	18
All At-Risk Students	73	75	78	5	45	57	63	18

*Five or fewer students tested.

Table 4.4 Percent of At-Risk Students Passing Grade 4 Mathematics TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	73	72	80	7	71	76	87	16
Female	72	69	79	7	73	76	88	15
Native American	73	61	75	2	50	80	*	NA
Asian/Pacific Islander	91	87	91	0	*	*	*	NA
African American	58	58	69	11	57	*	100	43
Hispanic	75	72	81	6	72	76	87	15
White	77	75	83	6	71	64	88	17
Economically Disadvantaged	71	69	78	7	72	76	87	15
All At-Risk Students	73	70	80	7	72	76	87	15

*Five or fewer students tested.

Table 4.5 Percent of At-Risk Students Passing Grade 4 Writing TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	72	74	74	2	61	67	68	7
Female	80	82	82	2	73	78	77	4
Native American	75	70	78	3	38	57	*	NA
Asian/Pacific Islander	89	85	86	-3	*	*	*	NA
African American	69	73	72	3	75	*	86	11
Hispanic	77	78	79	2	67	73	73	6
White	78	81	80	2	62	81	67	5
Economically Disadvantaged	74	76	76	2	67	73	73	6
All At-Risk Students	76	78	78	2	67	73	73	6

*Five or fewer students tested.

Grade 5 TAAS

Reading. The percent of at-risk students passing reading increased for all students and all student groups (2% to 11%) (Table 4.6). The percent of at-risk students passing the Spanish TAAS increased considerably for all students and all student groups with sufficient test scores.

Mathematics. The percent of at-risk students passing mathematics increased for all students and all student groups (3% to 16%) (Table 4.7). The percent of at-risk students passing the Spanish TAAS increased considerably for all students and all student groups.

Grade 6 TAAS

Reading. The percent of at-risk students passing reading increased for all students and all student groups (1% to 3%) (Table 4.8). The percent of at-risk students passing the Spanish TAAS increased substantially for all students and all student groups represented.

Mathematics. The percent of at-risk students passing mathematics increased for all students and all student groups (5% to 16%) (Table 4.9). The percent of at-risk students passing the Spanish TAAS increased dramatically for all students and all student groups represented.

Table 4.6 Percent of At-Risk Students Passing Grade 5 Reading TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	67	68	73	6	28	45	65	37
Female	69	73	78	9	37	56	73	36
Native American	72	73	74	2	*	*	*	NA
Asian/Pacific Islander	82	81	85	3	*	*	*	NA
African American	59	64	70	11	*	*	67	NA
Hispanic	65	69	75	10	32	50	69	37
White	77	79	81	4	38	55	*	NA
Economically Disadvantaged	63	67	73	10	32	50	69	37
All At-Risk Students	68	71	75	7	32	50	69	37

*Five or fewer students tested.

Table 4.7 Percent of At-Risk Students Passing Grade 5 Mathematics TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	77	81	86	9	63	74	85	22
Female	75	81	87	12	64	76	86	22
Native American	77	81	82	5	*	*	*	NA
Asian/Pacific Islander	92	91	95	3	*	*	*	NA
African American	63	71	79	16	*	*	67	NA
Hispanic	78	82	87	9	63	75	85	22
White	82	86	89	7	57	67	*	NA
Economically Disadvantaged	74	79	85	11	63	75	86	23
All At-Risk Students	76	81	86	10	63	75	85	22

*Five or fewer students tested.

Table 4.8 Percent of At-Risk Students Passing Grade 6 Reading TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	62	63	65	3	27	22	46	19
Female	69	70	70	1	31	32	50	19
Native American	65	75	67	2	11	*	*	NA
Asian/Pacific Islander	76	78	77	1	*	*	*	NA
African American	61	64	64	3	*	*	*	NA
Hispanic	61	62	64	3	29	27	48	19
White	75	77	76	1	*	*	20	NA
Economically Disadvantaged	61	62	64	3	30	27	47	17
All At-Risk Students	65	66	67	2	29	27	48	19

*Five or fewer students tested.

Table 4.9 Percent of At-Risk Students Passing Grade 6 Mathematics TAAS, 1999 Through 2001

Student Group	English				Spanish			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	69	72	79	10	49	47	68	19
Female	72	74	82	10	50	54	68	18
Native American	72	77	80	8	17	*	*	NA
Asian/Pacific Islander	87	88	92	5	*	*	*	NA
African American	59	64	75	16	*	*	*	NA
Hispanic	70	72	80	10	50	51	69	19
White	78	80	85	7	*	*	40	NA
Economically Disadvantaged	68	70	79	11	51	51	67	16
All At-Risk Students	70	73	81	11	49	51	68	19

*Five or fewer students tested.

Grade 7 TAAS

Reading. The percent of at-risk students passing reading increased for all students and all student groups (7% to 18%), with Native American students showing the largest increase (Table 4.10).

Mathematics. The percent of at-risk students passing mathematics increased for all students and all student groups (5% to 13%), with African American, Hispanic, and economically disadvantaged students showing the greatest improvement (Table 4.10).

Grade 8 TAAS

Reading. The percent of at-risk students passing reading increased for all students and all student groups (6% to 13%) (Table 4.11).

Mathematics. The percent of at-risk students passing mathematics increased for all students and all student groups (8% to 16%) (Table 4.11).

Table 4.10 Percent of At-Risk Students Passing Grade 7 Reading and Mathematics TAAS, 1999 Through 2001

Student Group	Reading				Mathematics			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	59	60	73	14	64	70	75	11
Female	66	63	77	11	67	74	79	12
Native American	64	70	82	18	69	68	80	0
Asian/Pacific Islander	76	70	83	7	85	86	90	18
African American	56	57	69	13	55	61	68	7
Hispanic	58	56	71	13	64	71	77	13
White	73	73	85	12	73	79	81	13
Economically Disadvantaged	57	56	70	13	62	69	75	13
All At-Risk Students	62	61	75	13	65	72	77	12

Table 4.11 Percent of At-Risk Students Passing Grade 8 Reading, Mathematics, and Writing TAAS, 1999 Through 2001

Student Group	Reading				Mathematics				Writing			
	1999	2000	2001	Change	1999	2000	2001	Change	1999	2000	2001	Change
Male	69	74	79	10	68	78	82	14	64	62	65	1
Female	77	78	83	6	68	77	83	15	75	72	77	2
Native American	69	81	82	13	65	77	81	16	70	68	73	0
Asian/Pacific Islander	78	81	86	8	84	90	92	8	75	74	78	13
African American	70	72	78	8	59	70	75	16	66	62	66	8
Hispanic	70	73	78	8	67	77	82	15	67	63	68	8
White	79	83	87	8	75	84	88	13	75	75	77	8
Economically Disadvantaged	69	72	78	9	66	75	80	14	66	62	67	1
All At-Risk Students	73	76	81	8	68	78	82	14	69	67	71	2

Table 4.12 Percent of At-Risk Students Passing Grade 8 Science and Social Studies TAAS, 1999 Through 2001

Student Group	Science				Social Studies			
	1999	2000	2001	Change	1999	2000	2001	Change
Male	74	76	84	10	45	49	58	13
Female	67	71	80	13	38	42	50	12
Native American	71	83	88	17	47	55	55	8
Asian/Pacific Islander	77	83	89	12	56	62	71	15
African American	60	65	74	14	33	40	47	14
Hispanic	67	69	78	11	37	40	48	11
White	84	85	92	8	55	61	68	13
Economically Disadvantaged	66	69	78	12	36	40	48	12
All At-Risk Students	71	73	82	11	42	46	54	12

Writing. The percent of at-risk students passing writing increased for all students and all student groups (1% to 3%), except for African American students, which remained unchanged (Table 4.11).

Science. The percent of at-risk students passing science increased for all students and all student groups (8% to 17%) (Table 4.12).

Social Studies. The percent of at-risk students passing social studies increased for all students and all student groups (8% to 15%) (Table 4.12).

Grade 10 TAAS

Reading. The percent of at-risk students passing reading increased slightly for all students and all student groups (1% to 5%) except African American students with a slight decrease (-1%) (Table 4.13).

Mathematics. The percent of at-risk students passing mathematics increased for all students and all student groups (8% to 15%) (Table 4.13).

Writing. The percent of at-risk students passing writing decreased slightly for all students and all student groups (-1% to -3%) (Table 4.13).

Table 4.13 Percent of At-Risk Students Passing Grade 10 Reading, Mathematics, and Writing TAAS, 1999 Through 2001

Student Group	Reading				Mathematics				Writing			
	1999	2000	2001	Change	1999	2000	2001	Change	1999	2000	2001	Change
Male	78	79	79	1	68	75	80	12	79	79	77	-2
Female	79	82	82	3	62	72	78	16	86	85	84	-2
Native American	82	85	85	3	62	75	81	19	84	84	81	-3
Asian/Pacific Islander	76	78	77	1	80	86	88	8	81	78	80	-1
African American	76	78	75	-1	55	63	69	14	81	80	78	-3
Hispanic	72	75	77	5	62	72	77	15	78	78	77	-1
White	88	89	89	1	74	82	86	12	89	89	86	-3
Economically Disadvantaged	72	75	75	3	61	70	76	15	78	77	76	-2
All At-Risk Students	78	81	80	2	65	74	79	14	82	82	80	-2

Grades 3-8 and 10 TAAS Exemptions

With the exception of Grade 10, the number of ARD exemptions decreased dramatically across the subject areas tested (Table 4.14). At Grade 10, the number of ARD exemptions increased in all areas tested. In Grades 3-5, the number of LEP exemptions decreased considerably across all subject areas due to the inclusion of students taking the Spanish version of the TAAS. At Grade 6, the number of LEP exemptions decreased slightly. At Grades 7 and 8, the number of LEP exemptions increased slightly. At Grade 8, the number of LEP exemptions decreased slightly in writing, science, and social studies. LEP exemptions are not available for the Grade 10 or exit level TAAS.

Table 4.14 Number of At-Risk Students Exempted From TAAS, by Grade, 1999 Through 2001

Grade	Exemption Code[a]	TAAS Subject	1999	2000	2001	1999-2001 Change
3	ARD	Reading	9,965	9,875	486	-9,479
		Mathematics	9,965	9,875	466	-9,499
	LEP	Reading	12,403	4,347	4,684	-7,719
		Mathematics	12,403	4,347	4,588	-7,815
4	ARD	Reading	12,600	11,129	426	-12,174
		Mathematics	12,600	11,129	419	-12,181
		Writing	12,600	11,129	604	-11,996
	LEP	Reading	8,958	3,088	4,192	-4,766
		Mathematics	8,958	3,088	4,126	-4,832
		Writing	8,958	3,088	3,420	-5,538
5	ARD	Reading	15,358	14,336	499	-14,859
		Mathematics	15,358	14,336	490	-14,868
	LEP	Reading	7,797	3,503	4,086	-3,711
		Mathematics	7,797	3,503	3,977	-3,820
6	ARD	Reading	14,326	14,094	416	-13,910
		Mathematics	14,326	14,094	414	-13,912
	LEP	Reading	3,935	3,507	3,858	-77
		Mathematics	3,935	3,507	3,796	-139
7	ARD	Reading	12,976	13,436	382	-12,594
		Mathematics	12,976	13,436	378	-12,598
	LEP	Reading	2,539	2,439	2,740	201
		Mathematics	2,539	2,439	2,688	149
8	ARD	Reading	10,066	10,930	462	-9,604
		Mathematics	10,066	10,930	456	-9,610
		Writing	10,066	10,930	545	-9,521
		Science	10,066	10,930	314	-9,752
		Social Studies	10,066	10,930	314	-9,752
	LEP	Reading	1,778	1,794	2,239	461
		Mathematics	1,778	1,794	2,209	431
		Writing	1,778	1,794	1,772	-6
		Science	1,778	1,794	1,628	-150
		Social Studies	1,778	1,794	1,628	-150
10	ARD	Reading	8,981	9,710	10,747	1,766
		Mathematics	8,981	9,710	11,456	2,475
		Writing	8,981	9,710	11,140	2,159

[a] Students in Special Education who were exempted by their Admission, Review, and Dismissal (ARD) Committee. Students exempted due to limited English proficiency (LEP).

Agency Contact Person

Nora Hancock, Associate Commissioner, Department for the Education of Special Populations, (512) 463-8787 or the Division of Student Support Programs, (512) 463-9374.

Other Sources of Information

For additional information on at-risk students visit the Division of Student Support Programs web site at www.tea.state.tx.us/student.support/.

5. Student Dropouts

In 1999-00, the number of dropouts in Grades 7-12 from Texas public schools decreased to 23,457, down from 27,592 in 1998-99 (Figure 5.1). This was the first year that dropout standards for accountability ratings became more stringent, and the decline in the number of dropouts was the largest since the 1994-95 school year. Out of 1,794,521 students who attended Grades 7-12 during the 1999-00 school year, 1.3 percent were reported to have dropped out (Table 5.1). In the previous three years, the statewide annual dropout rate had held steady at 1.6 percent. The agency introduced a longitudinal high school completion/student status rate last year which includes four-year rates for graduates, recipients of General Educational Development (GED) certificates, students who continue in high school following their anticipated graduation date, and dropouts. Together the four components of the series add to 100 percent. For the class of 2000, the longitudinal dropout rate was 7.2 percent (Table 5.2 on page 58). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (TEC §39.182).

Until 1997-98, a nine-year decline in the annual number of dropouts was observed (Table 5.3 on page 60). The dropout count increased slightly for the first time the following year, when TEA introduced a major change in data submission requirements for districts. Before the 1997-98 school

(Continued on page 59)

Figure 5.1 Profile of Texas Dropouts

The following are selected characteristics of the 23,457 students who dropped out in Grades 7-12 during the 1999-00 school year.

- 35 percent were economically disadvantaged
- 41 percent were identified as being at risk of dropping out
- 73 percent were Hispanic or African American

Table 5.1 Annual Dropout Rates by Ethnicity, Gender, and Grade Level, Grades 7-12, 1999-00

	Number of Students	Percent of All Students	Number of Dropouts	Percent of All Dropouts	Annual Dropout Rate
Ethnicity					
African American	253,986	14.2	4,675	19.9	1.8%
Asian/Pacific Islander	49,086	2.7	325	1.4	0.7%
Hispanic	658,869	36.7	12,540	53.5	1.9%
Native American	4,923	0.3	65	0.3	1.3%
White	827,657	46.1	5,852	24.9	0.7%
Gender					
Female	870,977	48.5	10,377	44.2	1.2%
Male	923,544	51.5	13,080	55.8	1.4%
Grade Level					
7	317,744	17.7	703	3.0	0.2%
8	313,311	17.5	1,315	5.6	0.4%
9	386,108	21.5	7,630	32.5	2.0%
10	290,571	16.2	4,631	19.7	1.6%
11	249,146	13.9	4,518	19.3	1.8%
12	237,641	13.2	4,660	19.9	2.0%
Total	1,794,521	100.0	23,457	100.0	1.3%

Table 5.2 Common Methods of Measuring Student Progress Through School

	Annual Dropout Rate	Completion/ Student Status Rate	Longitudinal Dropout Rate	Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a GED, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 four years later.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment four years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the four years.
Advantages	• Measure of annual performance. • Requires only one year of data. • Can be calculated for any school or district with students in any of the grades covered. • Can be disaggregated by grade level.	• More consistent with the public's understanding of a dropout rate. • Districts have more time to encourage dropouts to return to school before being held accountable. • More stable measure over time. • The completion/student status rate is a more positive indicator than the dropout rate, measuring school success rather than failure.		• Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	• Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate.	• Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. • Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. • Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12. • Does not produce a dropout rate by grade.		• Produces the highest rate of any method. • Does not distinguish attrition that results from dropping out from that resulting from grade-level retentions, transfers to other schools, early graduation, etc. • Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. • Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by TEA since 1987-88. This is the rate used in the accountability system.	The method used to calculate the 1998-99 completion/ student status rate was revised so the longitudinal dropout rate and completion/student status rate add to 100%.	TEA began calculating an actual Grade 7-12 longitudinal dropout rate with the 1997-98 school year.	The attrition rate reported by TEA is not adjusted for growth.
TEA 1998-99	Annual dropout rate: Grades 7-12 1.6% Grades 9-12 2.2%	Completion/ student status rate: Grades 7-12 91.0% Grades 9-12 91.5%	Longitudinal dropout rate: Grades 7-12 9.0% Grades 9-12 8.5%	Unadjusted attrition rate: Grades 7-12 25.7% Grades 9-12 36.6%
TEA 1999-00	Annual dropout rate: Grades 7-12 1.3% Grades 9-12 1.8%	Completion/ student status rate: Grades 7-12 92.3% Grades 9-12 92.8%	Longitudinal dropout rate: Grades 7-12 7.7% Grades 9-12 7.2%	Unadjusted attrition rate: Grades 7-12 25.0% Grades 9-12 36.6%

(Continued from page 57)

year, districts were only required to report students in Grades 7-12 who graduated or dropped out. The status of students who left school for any other reason was not reported. Since fall 1998, districts have had to report the statuses of all students who were enrolled in Grades 7-12 during the prior year. Using the "leaver" record, districts now report up to three of 43 leaver reason codes (*PEIMS Data Standards*, TEA, 2001) to describe the circumstances of a student's departure. With this more comprehensive information about student departures, the number of dropouts increased from 26,901 in 1996-97 to 27,550 in 1997-98 and increased again in 1998-99 to 27,592. In 1999-00, the number of dropouts significantly decreased to 23,457. Dropout recovery programs, implemented by school districts to bring students who have dropped out back into the classroom, have contributed to the long-term reduction in dropouts. The accountability system also provides an impetus for preventing dropouts by including the annual dropout rate as a criterion for campus and district ratings. The declines also reflect enhancements to school district student tracking systems.

For 1999-00, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- a student who was absent without an approved excuse or documented transfer and did not return to school by the fall of the following school year;
- a student who completed the school year but failed to re-enroll the following school year;
- a student who left school to pursue a job or enter the military;
- a student who left school for reasons related to academic performance;
- a student who left school because of pregnancy or marriage;
- a student from a special education, ungraded, or alternative education program who left school;
- a student who left school and entered a program not qualifying as an elementary or secondary school (e.g., cosmetology school); or
- a student enrolled as a migrant whose whereabouts were unknown.

Leavers whose records were coded with the following reason codes were excluded from the dropout count prepared for accountability purposes:

- a student who died;
- a student showing regular attendance at a state-approved alternative program;
- a student enrolled as a migrant who had a subsequent school enrollment record (i.e., a new Generation System education record was available);
- a student known to have transferred to another public school, adult or alternative education program, or home schooling;
- a student who was expelled for criminal behavior occurring on school property or at a school-related function and was incarcerated;
- a student who met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills;
- a student who enrolled in college early to pursue a degree program;
- a student who transferred or was assigned to another public institution or state-approved educational program; or
- a foreign student who returned to his or her home country.

Additionally, records for some students reported to have dropped out of school were excluded from the count of dropouts for accountability purposes. A reported dropout's record was not counted for accountability if the student:

- was found to have been enrolled in another Texas public school;
- was found to have received a GED;
- was found to have graduated;
- was found to have been ineligible for state Foundation School Program funding;
- was found to have been reported as a dropout from more than one district, and the data could not confirm which district the student last attended; or
- the student was found to have been counted as a dropout in a previous school year.

For the purpose of the annual dropout rate, a student will be counted in the integrated accountability system as a dropout only once in his or her lifetime, even if the student drops out repeatedly. This helps assure that districts and campuses with aggressive dropout recovery programs are not penalized by a relatively higher likelihood of repeated dropout actions by the same students. For the longitudinal dropout rate, the student's final status — whether as a first-time or repeat dropout — will determine if he or she is counted as a dropout.

In 1999-00, there were 7,566 students reported as dropouts whose records were excluded from the annual dropout rate computations. This was a decline from 10,312 in 1997-98.

Dropout Rates Among Student Groups

The dropout rates of some student groups remained significantly higher than the overall dropout rate (Table 5.3). In 1999-00, annual dropout rates for African American (1.8%) and Hispanic (1.9%) students were well over twice as high as that for White students (0.7%). Dropout rates for African American and Hispanic students declined from 2.3 percent in 1998-99, and the gap between the dropout rate for White students and the dropout rates for African American and Hispanic students decreased by 0.4 and 0.3 percentage points, respectively. Nevertheless, these two groups still had the highest rates of the five ethnic groups reported.

African American and Hispanic students have represented a higher percentage of total annual dropouts than other student groups since the 1990-91 school year (Table 5.3). Hispanic students have made up the greatest percentage of dropouts since 1990-91, and since 1992-93, Hispanic students have represented approximately 50 percent of all annual dropouts. Compared to last year, Hispanics represented a larger share (by 1.3 percentage points) and African Americans represented a smaller share (by 0.7 percentage points) of all dropouts in 1999-00. The annual dropout rate for males, 1.4 percent, is slightly higher than that of females, 1.2 percent (Table 5.1 on page 57).

Table 5.3 Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 1999-00

		Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
1987-88	African American	194,373	14.3	16,364	17.9	8.4
	Hispanic	396,411	29.1	34,911	38.2	8.8
	White	744,254	54.6	38,305	42.0	5.1
	Other	28,160	2.1	1,727	1.9	6.1
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
	All Students	1,363,198	100	91,307	100	6.7
1988-89	African American	193,299	14.2	14,525	17.6	7.5
	Hispanic	412,904	30.4	33,456	40.6	8.1
	White	724,622	53.3	32,921	40.0	4.5
	Other	29,290	2.2	1,423	1.7	4.9
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
	All Students	1,360,115	100	82,325	100	6.1
1989-90	African American	192,802	14.2	13,012	18.6	6.7
	Hispanic	427,032	31.4	30,857	44.1	7.2
	White	711,264	52.2	24,854	35.5	3.5
	Other	30,396	2.2	1,317	1.9	4.3
	Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A
	All Students	1,361,494	100	70,040	100	5.1
1990-91	African American	192,504	14.0	9,318	17.3	4.8
	Hispanic	444,246	32.4	24,728	45.8	5.6
	White	703,813	51.3	18,922	35.1	2.7
	Other	32,075	2.3	997	1.8	3.1
	Economically Disadvantaged	399,025	29.1	14,755	27.3	3.7
	All Students	1,372,738	100	53,965	100	3.9
1991-92	African American	196,915	14.0	9,370	17.5	4.8
	Hispanic	462,587	32.9	25,320	47.4	5.5
	White	712,858	50.7	17,745	33.2	2.5
	Other	34,478	2.5	985	1.8	2.9
	Economically Disadvantaged	442,139	31.4	15,614	29.2	3.5
	All Students	1,406,838	100	53,420	100	3.8

Table 5.3 (cont.) Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 1999-00

		Number of Students	Percent of All Students, %	Number of Dropouts	Percent of All Dropouts, %	Annual Dropout Rate, %
1992-93	African American	216,741	14.1	7,840	18.1	3.6
	Hispanic	516,212	33.7	21,512	49.6	4.2
	White	760,143	49.6	13,236	30.5	1.7
	Other	40,101	2.6	814	1.9	2.0
	Economically Disadvantaged	463,452	30.2	13,515	31.1	2.9
	All Students	1,533,198	100	43,402	100	2.8
1993-94	African American	221,013	14.0	7,090	17.6	3.2
	Hispanic	537,594	34.1	20,851	51.9	3.9
	White	775,361	49.2	11,558	28.7	1.5
	Other	42,047	2.7	712	1.8	1.7
	Economically Disadvantaged	502,494	31.9	13,537	33.7	2.7
	All Students	1,576,015	100	40,211	100	2.6
1994-95	African American	227,684	14.1	5,130	17.1	2.3
	Hispanic	556,684	34.4	14,928	49.9	2.7
	White	789,481	48.8	9,367	31.3	1.2
	Other	43,673	2.7	493	1.6	1.1
	Economically Disadvantaged	535,480	33.1	10,176	34.0	1.9
	All Students	1,617,522	100	29,918	100	1.8
1995-96	African American	234,175	14.1	5,397	18.5	2.3
	Hispanic	580,041	34.9	14,649	50.2	2.5
	White	802,509	48.3	8,639	29.6	1.1
	Other	45,853	2.8	522	1.8	1.1
	Economically Disadvantaged	555,318	33.4	9,608	32.9	1.7
	All Students	1,662,578	100	29,207	100	1.8
1996-97	African American	240,142	14.1	4,737	17.6	2.0
	Asian/Pacific Islander	43,314	2.5	330	1.2	0.8
	Hispanic	603,067	35.4	13,859	51.5	2.3
	Native American	4,274	0.3	81	0.3	1.9
	White	815,175	47.8	7,894	29.3	1.0
	Economically Disadvantaged	595,036	34.9	9,393	34.9	1.6
	All Students	1,705,972	100	26,901	100	1.6
1997-98	African American	244,987	14.1	5,152	18.7	2.1
	Asian/Pacific Islander	45,169	2.6	420	1.5	0.9
	Hispanic	619,855	35.6	14,127	51.3	2.3
	Native American	4,468	0.3	117	0.4	2.6
	White	828,660	47.5	7,734	28.1	0.9
	Economically Disadvantaged	626,080	35.9	9,911	36.0	1.6
	All Students	1,743,139	100	27,550	100	1.6
1998-99	African American	248,748	14.0	5,682	20.6	2.3
	Asian/Pacific Islander	47,762	2.7	424	1.5	0.9
	Hispanic	638,041	36.0	14,413	52.2	2.3
	Native American	5,292	0.3	67	0.2	1.3
	White	833,274	47.0	7,006	25.4	0.8
	Economically Disadvantaged	616,720	34.8	9,391	34.0	1.5
	All Students	1,773,117	100	27,592	100	1.6
1999-00	African American	253,986	14.2	4,675	19.9	1.8
	Asian/Pacific Islander	49,086	2.7	325	1.4	0.7
	Hispanic	658,869	36.7	12,540	53.5	1.9
	Native American	4,923	0.3	65	0.3	1.3
	White	827,657	46.1	5,852	24.9	0.7
	Economically Disadvantaged	646,760	36.0	8,303	35.4	1.3
	All Students	1,794,521	100	23,457	100	1.3

Note: Parts may not add to 100 percent because of rounding or missing student data.

Dropout Rates by Grade Level

There was a decrease in the number of dropouts in all grades, but the most striking was in Grade 12, where the number of dropouts decreased 30.6 percent and the dropout rate fell from 2.9 percent to 2.0 percent (Table 5.1 on page 57). Both Grade 9 and Grade 12 had rates of 2.0 percent, the highest rates of all grades. The lowest annual dropout rate was found in Grade 7 (0.2%), while the dropout rate for 10th grade in 1999-00 (1.6%) was the lowest rate for high school grades. The highest dropout rates for all ethnic groups were found in the 9th grade, where African Americans had a higher dropout rate at 3.1 percent than did Hispanics, at 2.9 percent.

While students in the 9th grade have consistently represented the highest number of total dropouts (32.5% in 1999-00), the percentage of 12th graders has almost doubled, 11.8 percent to 19.9 percent (Figure 5.2). In 1999-00, students in Grades 10, 11, and 12 each represented nearly 20 percent of all dropouts. The percentages of dropouts in Grades 7 and 8 continued to decline.

Characteristics of Dropouts

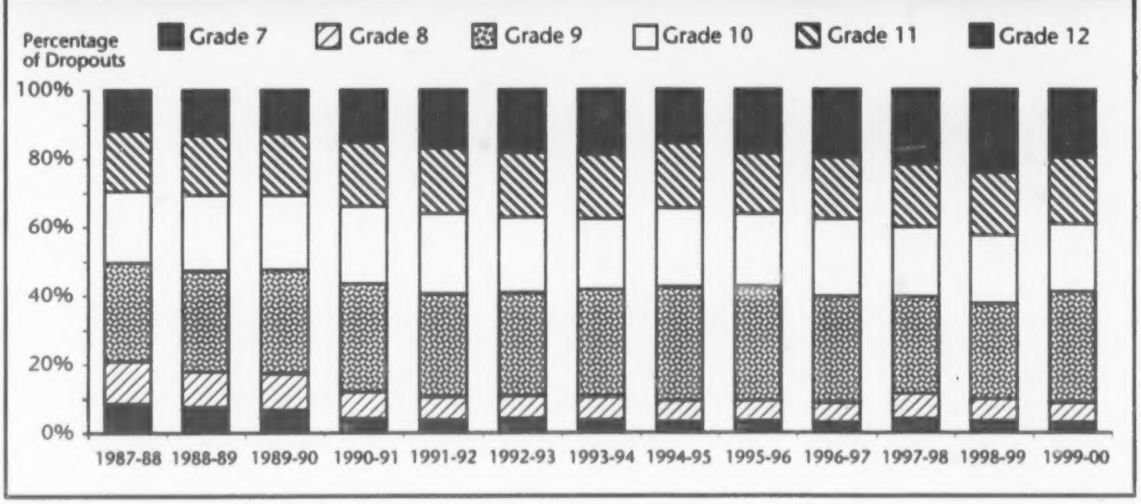
Students identified as at risk of school failure or of dropping out (TEC §29.081) made up nearly 35 percent of all students in Grades 7-12 (Table 5.4). Nevertheless, they represented only 41.3 percent of dropouts in 1999-00. The dropout rate for students at risk (1.6%) was above the state average (1.3%).

In 1999-00, 82.0 percent of dropouts were overage for grade compared to 28.4 percent of all Grade 7-12 students. The age of dropouts ranged from 10 to 21 years old, with over 80 percent of the dropouts leaving at age 16 or older.

In 1999-00, 13.4 percent of students enrolled in Grades 7-12 received special education services, but 16.3 percent of dropouts received special education services.

Students receiving bilingual or English as a second language (ESL) services were over-represented among the 1999-00 dropouts. Five percent of students enrolled in Grades 7-12 received bilingual/ESL services, but 6.7 percent of dropouts received such services.

Figure 5.2 Percentage of Total Dropouts by Grade Level, 1987-88 Through 1999-00



Reasons for Dropping Out

Districts provided up to 3 out of 18 exit reasons for a student who dropped out or indicated that the reason the student left was unknown or not provided. School districts recorded specific reasons for leaving school for about 53 percent of the 1999-00 dropouts. Nearly a quarter of dropouts were reported to have left due to poor attendance, more than 8 percent left to attend an alternative education program, and almost 7 percent left to pursue a job (Table 5.5).

Districts were more likely to report job-related concerns for males than females. Nearly twice as many males as females were reported as leaving school to pursue a job. Females were more likely than males to leave for family-related concerns. Hispanic and White students were more likely than other ethnic groups to leave to pursue a job while African American and Native American students were more likely to leave due to age.

Table 5.4 Annual Dropout Rates by Student Group, Grades 7-12, 1999-00

	Number of Students	Percent of All Students	Number of Dropouts	Percent of All Dropouts	Annual Dropout Rate
At Risk	620,461	34.6	9,682	41.3	1.6
Bilingual/English as a Second Language	89,228	5.0	1,561	6.7	1.7
Overage/Not on Grade	508,995	28.4	19,239	82.0	3.8
Special Education	240,997	13.4	3,834	16.3	1.6
Title I	497,957	27.7	4,288	18.3	0.9

Table 5.5 Common Reasons for Dropping Out of School as Reported by School Districts for 1999-00 Dropouts

		Gender, %		Student Group, %					
Reason	Total, %	Female	Male	African American	Asian/ Pac. Is.	Hispanic	Native American	White	Econ. Disadv.
Because of poor attendance	24.0	23.8	24.1	25.3	20.9	21.3	18.5	29.0	20.0
To pursue a job	6.8	4.5	8.7	5.2	5.5	7.6	3.1	6.6	7.0
To enter an alternative education program that has no degree program	4.4	3.8	4.8	4.4	3.7	3.7	3.1	5.8	3.5
Because of age	3.9	3.4	4.2	6.0	5.5	3.5	7.7	2.9	3.3
To enter an alternative education program (but not in compliance with compulsory attendance)	3.7	3.2	4.1	3.5	3.4	3.0	6.2	5.4	3.1
Enrollment revoked due to absences	2.4	1.9	2.8	2.7	2.8	2.0	6.2	2.9	1.9
To get married	1.9	3.4	0.7	0.2	0.9	2.9	3.1	1.1	2.9
Because of pregnancy	1.7	3.7	<0.1	1.4	0.3	1.9	3.1	1.5	2.1
Because of low grades	1.3	1.0	1.5	1.0	0.6	1.2	0.0	1.6	1.4
Other reasons	3.2	2.8	3.5	4.6	2.8	2.6	6.2	3.2	3.2
No reason provided	46.8	48.3	45.7	45.7	53.5	50.3	43.1	40.0	51.6

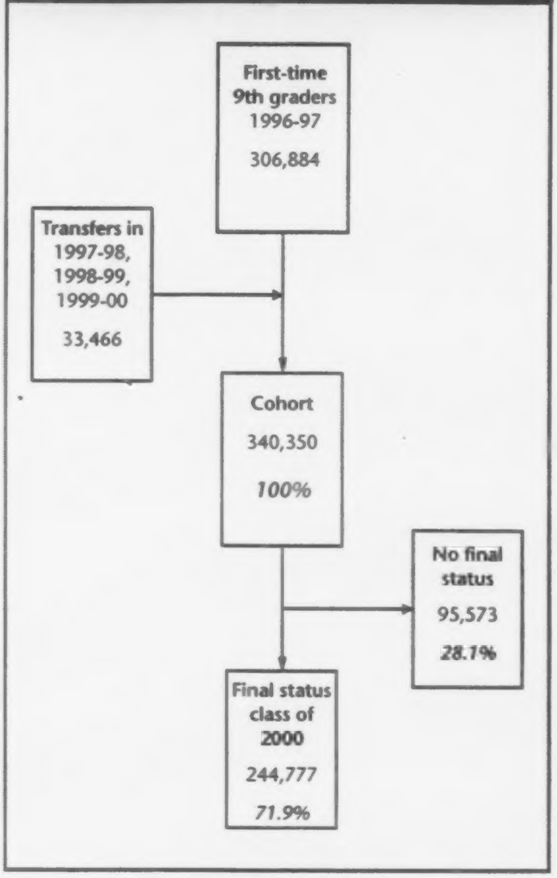
Longitudinal Completion/ Student Status Rates

A completion rate is the percentage of students from a class of seventh- or ninth-grade students who complete their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Students who transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class. See Figure 5.3. TEA calculates a longitudinal completion/student status rate that combines the completion and longitudinal dropout rate so that they add to 100 percent. The longitudinal completion/student status rates include three components: graduates, GED recipients, and students who are continuing their high school education. The longitudinal dropout rate makes up a fourth component. The longitudinal rate is based on the same definition of dropouts used in the TEA annual dropout rate. Students who made up the class of 2000 were those with a final status of graduated, received a GED, continued in high school, or dropped out. Students assigned no final status were those who transferred out of the cohort or those who could not be followed from year-to-year due to student identification problems.

The longitudinal rates for the class of 2000 tracked students who began Grade 9 for the first time in 1996-97. About 80.7 percent of students in the class of 2000 graduated, 4.8 received a GED certificate, 7.3 percent were continuing in school after their class graduated, and 7.2 percent dropped out.

The completion/student status rates demonstrated that secondary school experiences varied considerably by student group. For example, in the class of 2000, White students as a group had a graduation rate of 86.7 percent, whereas African American students and Hispanic students had graduation rates of 76.9 percent and 72.8 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 11.2 percent and 11.6 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (11.8%). Native Americans had the largest percentage of students (6.3%) receiving GED certificates. Females had a higher graduation rate (84.2%) than males (77.2%) and lower rates of GED certification, continuation, and dropping out.

Figure 5.3 Cohort for the Class of 2000 Longitudinal Completion/Student Status Rate


First-time 9th graders 1996-97
306,884
Transfers in 1997-98, 1998-99, 1999-00
33,466
Cohort
340,350
100%
No final status
95,573
28.1%
Final status class of 2000
244,777
71.9%

The graduation rates for all student groups improved between 1999 and 2000. GED rates increased and dropout rates decreased for all groups. Asian/Pacific Islanders and White student groups had the highest graduation rates. Hispanics had the highest continuation rates, and students who were economically disadvantaged had the highest dropout rates. See Table 5.6.

Table 5.6 Longitudinal Completion/Student Status Rates, Grades 9-12 Classes 1996 Through 2000

	Graduated		Received GED		Continued		Dropped Out	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Class of 1996 Total cohort: 212,523								
African American	18,849	69.3	1,443	5.3	2,738	10.1	4,170	15.3
Asian/Pacific Islander	5,014	85.9	139	2.4	294	5.0	389	6.7
Hispanic	43,926	64.1	4,165	6.1	8,242	12.0	12,199	17.8
Native American	360	71.1	41	8.1	36	7.1	69	13.6
White	90,275	83.0	7,093	6.5	4,020	3.7	7,419	6.8
Economically Disadvantaged	35,463	64.1	3,351	6.1	5,978	10.8	10,510	19.0
Female	81,641	78.6	5,394	5.2	5,878	5.7	10,922	10.5
Male	76,785	70.6	7,665	7.1	9,452	8.7	14,786	13.6
All students	158,426	74.5	13,059	6.1	15,330	7.2	25,708	12.1
Class of 1997 Total cohort: 218,293								
African American	20,787	71.9	1,471	5.1	2,873	9.9	3,782	13.1
Asian/Pacific Islander	5,262	87.6	142	2.4	330	5.5	275	4.6
Hispanic	47,623	67.3	3,987	5.6	8,373	11.8	10,810	15.3
Native American	374	74.8	35	7.0	42	8.4	49	9.8
White	94,258	84.1	7,128	6.4	4,030	3.6	6,662	5.9
Economically Disadvantaged	39,801	68.1	3,459	5.9	6,219	10.6	9,002	15.4
Female	86,884	80.4	5,270	4.9	6,152	5.7	9,728	9.0
Male	81,420	73.8	7,493	6.8	9,496	8.6	11,850	10.7
All students	168,304	77.1	12,763	5.8	15,648	7.2	21,578	9.9
Class of 1998 Total cohort: 228,049								
African American	22,597	74.2	989	3.2	3,356	11.0	3,522	11.6
Asian/Pacific Islander	5,598	85.8	121	1.9	539	8.3	268	4.1
Hispanic	52,014	69.8	2,926	3.9	9,557	12.8	10,010	13.4
Native American	432	57.2	30	4.0	222	29.4	71	9.4
White	98,738	85.3	5,633	4.9	5,071	4.4	6,355	5.5
Economically Disadvantaged	44,723	70.6	2,491	3.9	7,441	11.7	8,717	13.8
Female	92,933	82.2	3,871	3.4	7,156	6.3	9,096	8.0
Male	86,446	75.2	5,828	5.1	11,589	10.1	11,130	9.7
All students	179,379	78.7	9,699	4.3	18,745	8.2	20,226	8.9
Class of 1999 Total cohort: 238,280								
African American	23,475	74.7	988	3.1	3,331	10.6	3,642	11.6
Asian/Pacific Islander	6,110	87.4	153	2.2	437	6.3	292	4.2
Hispanic	56,126	70.6	2,789	3.5	10,187	12.8	10,436	13.1
Native American	589	81.4	38	5.2	49	6.8	48	6.6
White	103,141	86.2	5,556	4.6	5,080	4.2	5,813	4.9
Economically Disadvantaged	48,204	71.3	2,562	3.8	7,991	11.8	8,882	13.1
Female	98,058	83.0	3,670	3.1	7,170	6.1	9,272	7.8
Male	91,383	76.1	5,854	4.9	11,914	9.9	10,959	9.1
All students	189,441	79.5	9,524	4.0	19,084	8.0	20,231	8.5
Class of 2000 Total cohort: 244,777								
African American	24,863	76.9	1,132	3.5	3,133	9.7	3,210	9.9
Asian/Pacific Islander	6,398	88.8	165	2.3	393	5.5	251	3.5
Hispanic	60,683	72.8	3,507	4.2	9,846	11.8	9,324	11.2
Native American	477	78.8	38	6.3	42	6.9	48	7.9
White	105,158	86.7	6,806	5.6	4,407	3.6	4,896	4.0
Economically Disadvantaged	51,896	72.6	3,345	4.7	7,988	11.2	8,257	11.6
Female	102,455	84.2	4,268	3.5	6,938	5.7	7,953	6.5
Male	95,124	77.2	7,380	6.0	10,883	8.8	9,776	7.9
All students	197,579	80.7	11,648	4.8	17,821	7.3	17,729	7.2

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Students Completing High School in More Than Four Years

The group of students who began ninth grade for the first time in 1993-94 was followed through their expected graduation year in 1997. At that time, 77.1 percent of the class of 1997 had graduated, 7.2 percent were still in high school, 5.8 percent had received a GED, and 9.9 percent had dropped out. See Table 5.7.

Many students took longer than four years to finish their high school education. In 2000, three years after expected graduation and seven years after the students began Grade 9 in 1993-94, most had graduated or received a GED. Because some of those who were continuing high school in 1997 had transferred out and not graduated, received a GED or dropped out by 2000, the total number with a final status decreased from 218,293 in 1997 to 216,775 in 2000. See Table 5.8.

Table 5.7 Longitudinal Completion/Student Status Rates for Class of 1997 as of Fall 1997

Graduated		Received GED		Continued High School		Dropped Out		Total
Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number
168,304	77.1	12,763	5.8	15,648	7.2	21,578	9.9	218,293

Table 5.8 Longitudinal Completion/Student Status Rates as of Fall 2000 for Students Who Began Grade 9 in 1993-94

Graduated		Received GED		Continued High School		Dropped Out		Total
Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number
178,562	82.4	13,831	6.4	320	0.1	24,062	11.1	216,775

Projected Dropout Rates

The five-year projected dropout rates assumed that no change in policy will be made as required by TEC §39.182. The rates in Table 5.9 are based on changes in enrollment for student groups. According to this method, the highest annual dropout rates were projected to be at Grades 9 and 12. The longitudinal dropout rate was projected to increase by a small increment over the next several years.

A second method for calculating projected rates used the actual 1999-00 dropout rates to predict the trends over time in the rates in the future. According to this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.10). This method also projected the highest annual rates to be at Grades 9 and 12.

Table 5.9 Projected Dropout Rates Based on Enrollment Trends

	Grade	2000-01	2001-02	2002-03	2003-04	2004-05
Annual Dropout Rate	9	2.0	2.0	2.0	2.0	2.0
	10	1.6	1.6	1.7	1.7	1.7
	11	1.8	1.8	1.8	1.8	1.8
	12	1.9	1.9	1.9	2.0	2.0
9-12 Longitudinal Dropout Rate		7.3	7.3	7.3	7.4	7.4

Table 5.10 Projected Dropout Rates Based on Dropout Trends

	Grade	2000-01	2001-02	2002-03	2003-04	2004-05
Annual Dropout Rate	9	1.8	1.5	1.4	1.2	1.0
	10	1.4	1.2	1.1	0.9	0.8
	11	1.6	1.4	1.3	1.1	1.0
	12	1.9	1.7	1.6	1.5	1.4
9-12 Longitudinal Dropout Rate		6.3	5.6	4.9	4.3	3.8

Goals of the 2001-2005 State Plan to Reduce the Dropout Rate

The Texas Education Agency develops a systematic state plan to reduce the dropout rate, as required by TEC, §39.182. *The 2001-2005 State Plan to Reduce the Dropout Rate* contains seven goals that form the core of the statewide effort to reduce the dropout rate. *The 2001-2005 State Plan to Reduce the Dropout Rate* has been developed to guide school districts and education service centers in their efforts for dropout prevention and dropout recovery activities and programs. The goals are:

- ADOPT HIGH EXPECTATIONS
  Implement dropout prevention and dropout recovery efforts that are predicated on the fundamental premise that all students can learn and succeed in school. In order to establish and maintain the high expectation that all students can learn, program efforts must include commitment to the accurate assessment of student needs, adaptive instructional methodologies, and system accountability.

- STRIVE FOR TEACHER AND ADMINISTRATOR RENEWAL
  Build upon professional development and recruitment efforts to train teachers and administrators in the public education system to more effectively reach all students. Recruit new, especially minority, teachers and administrators in areas, e.g., grade levels and geographic, with the highest incidences of dropouts.

- ELIMINATE OBSTACLES TO STUDENT SUCCESS
  Revise or eliminate educational policies and practices that stand as barriers to student success, at every level, e.g., classroom, campus, and district.

- ADAPT ORGANIZATIONAL STRUCTURE
  Establish an organizational structure in the public schools that provides a learning continuum from year-to-year, grade-to-grade, and campus-to-campus. This learning continuum should address the diverse academic, social, and special needs of the students, adapting configurations of place, time, and personnel to promote student success.

- PROVIDE APPROPRIATE ASSESSMENT AND INSTRUCTIONAL STRATEGIES
  Assess student progress on an on-going basis to obtain appropriate feedback for needed modification of methods and pacing of instruction. Assessment should rely on multiple measures/data sources that yield critical feedback regarding the many dimensions of students' intellectual abilities and linguistic proficiency. Instruction should be directed to the different learning styles of students.

- ESTABLISH STAKEHOLDER PARTNERSHIPS
  Foster public school alliances with parents, community-based organizations, and businesses to minimize external barriers to student success. By forming collaborative partnerships, schools increase the potential for human and financial resources to enhance program offerings. The use of school sites and facilities can increase overall system efficiency that can lead to renewed dedication and concentrated effort by the community-at-large to reduce the dropout rate.

- IDENTIFY AND SUPPORT STATEWIDE BEST PRACTICES
  Implement a coordinated effort between TEA, the education service center network, and school districts to identify and implement best practices in dropout prevention and dropout recovery efforts.

Agency Contact Persons

For information on student dropout data, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701, and Karen Dvorak, Senior Director, Research and Evaluation Division, (512) 475-3523.

For information on *The 2001-2005 State Plan to Reduce the Dropout Rate*, Nora Hancock, Associate Commissioner, Department for the Education of Special Populations, (512) 463-8787, or the Program Evaluation Unit, (512) 463-9714.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 1999-00, August 2001, Division of Research and Evaluation, Department of Accountability Reporting and Research. This report is also available online at www.tea.state.tx.us/research.

A Summary of the State Plans to Reduce the Dropout Rate from March 1991 to September 1998, September 1999, Program Evaluation Unit, Department for the Education of Special Populations.

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level plays a role in meeting these goals. Beginning in 2002-03, students in Grade 3 will be required to pass the state reading test to be promoted to Grade 4 (Texas Education Code (TEC) §28.0211). Students in Grades 5 and 8 will have to pass the reading and mathematics tests beginning in 2004-05 and 2007-08, respectively. The legislature has provided support for educational programs in anticipation of the promotion requirements. Diagnostic reading instruments have been identified, research on reading and mathematics instruction has been compiled, reading academies have been established, and significant levels of funding have been provided for accelerated reading instruction for students having difficulties in Grades K-2. Similar programs have been developed for mathematics and for students in the higher grades leading up to the Grades 5 and 8 promotion requirements that will take effect later.

Students who do not pass must be provided accelerated instruction. Accelerated instruction is the provision of opportunities for students experiencing difficulties to engage in more intensive, more targeted and more supportive reading and mathematics instruction. It is designed to ensure that students acquire the skills needed to continue with their classmates. Students will have two additional opportunities to take and pass the tests for their grade levels before the next school year begins. After failing the test or tests for the second time, the student is referred to a district-established grade placement committee to determine the accelerated instruction the district will provide before the student is administered the test for the third time. Each grade placement committee consists of the principal or a designee, the parent or guardian of the student, and the teacher of the student in the subject of the test the student failed. The number of students per teacher may not exceed ten in any accelerated instruction group described here. Students who fail to perform satisfactorily on the test after three attempts are to be retained. Parents may appeal retention by submitting requests to grade placement committees. Grade placement committees may decide in favor of promotion only for students likely to perform at grade level if promoted and given accelerated instruction. Grade-level retention should be the avenue of last resort, and districts must provide accelerated instruction for all students who are retained. The progress of retained students must be monitored throughout the year.

This chapter looks at grade-level retention in Texas. This information was analyzed by grade, gender, and ethnicity, as well as other student characteristics.

Definitions and Calculations

Student attendance in 1999-00 was compared to October 2000 enrollment. Students who enrolled both years or who graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students who dropped or migrated out of the Texas public school system after the first year, 1999-00, were excluded from the total student count, as were students new to the system in the second year, 2000-01. The retention rate was calculated by dividing the number of students retained by the total student count.

Through the 1997-98 school year, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for calculation of the secondary school completion/student status rates. This collection expanded enrollment to include all students in Grades 7-12 who enrolled at any time during the fall, not just those enrolled on the last Friday in October. The change in the retention calculation allowed more secondary school

Table 6.1 Grade-level Retention by Student Characteristic, Texas Public Schools, 1999-00

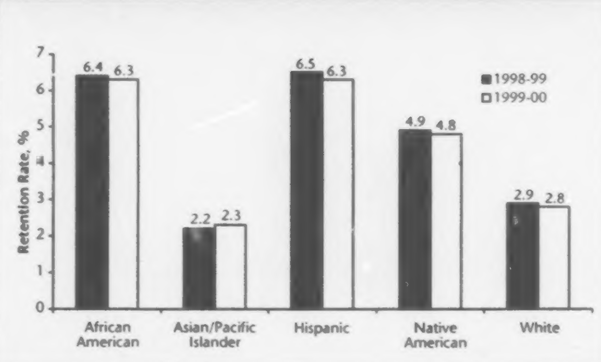
Characteristic	Number of Students	Number Retained	Retention Rate, %
Female	1,796,407	66,510	3.7
Male	1,884,562	105,001	5.6
African American	519,817	32,489	6.3
Asian/Pacific Islander	95,477	2,151	2.3
Hispanic	1,438,136	91,104	6.3
Native American	10,162	484	4.8
White	1,617,377	45,283	2.8
Economically Disadvantaged	1,699,244	97,082	5.7
All Students[a]	3,680,969	171,511	4.7

[a] Students whose enrollment records matched in successive school years, plus graduates.

students to be included and made the calculation of the retention rate more similar to that of the Texas Education Agency's secondary school completion/student status rates. This expanded collection of enrollment data did not occur for students in Grades K-6, so the method used for the retention calculations for the elementary grades was unchanged from previous years.

The Public Education Information Management System (PEIMS) includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data regarding student characteristics and program participation are also available in PEIMS.

Figure 6.1 Grade-level Retention by Student Group, Texas Public Schools, 1998-99 and 1999-00



State Summary

In the 1999-00 school year, 4.7 percent of students (171,511) in Grades Kindergarten through 12 were retained (Table 6.1). The rate remained unchanged from the 1998-99 school year.

For the student groups, no retention rate changed more than a tenth of a percentage point between 1998-99 and 1999-00. The average rates in Hispanic and African American student retention remained more than twice that of White students (Figure 6.1). In 1999-00, for example, 2.8 percent of White students were retained in grade, compared to 6.3 percent of Hispanic students and 6.3 percent of African American students. African American and Hispanic students continued to be over-represented among retained students. About 53 percent of the students enrolled in Texas public schools were Hispanic or African American, but 72.1 percent of students retained in Texas public schools were from one of these two ethnic groups.

In 1999-00, the retention rate for females was 3.7 percent, and the rate for males was 5.6 percent. Males were more likely than females to be retained in each grade, ethnic group, and year. Male students made up 61.2 percent of all students retained.

Elementary Grade Retention

In Grades Kindergarten through 6, the highest average retention rate was found in first grade in 1994-95 through 1999-00. In 1999-00, the Grade 1 retention rate was 6.3, down 0.2 percentage points from the previous school year (Figure 6.2). Retention in the fifth grade remained the lowest (1.0%) across all grade levels. Retention in Grades K-3 has been rising over the past five years whereas retention in Grades 4-6 has been lower and more stable over the same time period.

Hispanic and African American students had the highest retention rates among all ethnic groups in all elementary grades, except Kindergarten (Table 6.2 on page 72). Grade 1 students in both groups had a retention rate of 7.8 percent (Figure 6.3).

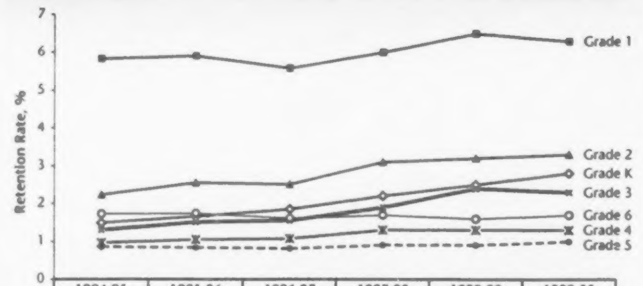
As shown in Figure 6.4 on page 73, males in the first grade had the highest retention rate (7.4%) among Grades K-6 students. Fifth-grade female students had the lowest retention rate (0.8%) across Grades K-12.

Students with Limited English Proficiency. Students with limited English proficiency (LEP) are learning English at the same time they are learning reading and other language arts skills. Reading and language problems have been highly correlated with retention in the elementary grades. Most LEP students were enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). LEP students participating in special education received bilingual or ESL services as part of their special education program. While parents could request that a child not receive special language services, in 1999-00, 92 percent of LEP students participated in bilingual or ESL programs.

The retention rates for elementary grade LEP students were consistently higher than the rates for other elementary grade students (Table 6.3 on page 73). LEP students in the elementary grades had similar retention rates whether they were participating in bilingual or ESL programs.

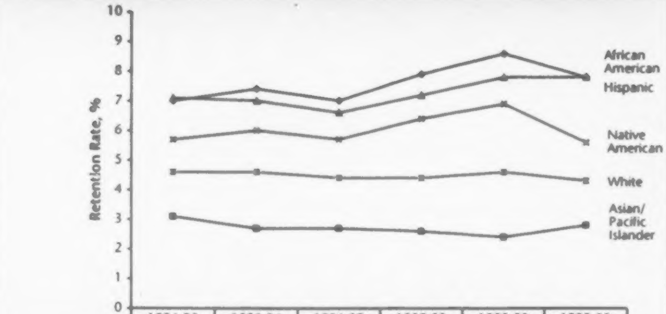
Students Receiving Special Education Services. The average retention rate for students who participated in special education programs was compared to the average rate for those not participating (Figure 6.5 on page 73). Each student in a special education program has an individual education plan (IEP) that specifies goals and objectives for the year. The student progresses to the next grade level whenever these goals are met. It is important to note that retention and promotion policies and practices for students with disabilities varied across districts.

Figure 6.2 Grade-level Retention by Grade, Grades K-6, Texas Public Schools, 1994-95 Through 1999-00



	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
K	1.5	1.7	1.9	2.2	2.5	2.8
1	5.8	5.9	5.6	6.0	6.5	6.3
2	2.2	2.6	2.5	3.1	3.2	3.3
3	1.3	1.5	1.6	1.9	2.4	2.3
4	1.0	1.1	1.1	1.3	1.3	1.3
5	0.9	0.8	0.8	0.9	0.9	1.0
6	1.7	1.7	1.6	1.7	1.6	1.7

Figure 6.3 Grade-level Retention by Ethnicity, First Grade, Texas Public Schools, 1994-95 Through 1999-00



	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
African American	7.0	7.4	7.0	7.9	8.6	7.8
Asian/Pacific Islander	3.1	2.7	2.7	2.6	2.4	2.8
Hispanic	7.1	7.0	6.6	7.2	7.8	7.8
Native American	5.7	6.0	5.7	6.4	6.9	5.6
White	4.6	4.6	4.4	4.4	4.6	4.3

Grades K-6 students receiving special education services consistently had higher retention rates than did elementary students who did not participate in special education. First-grade students participating in special education had the highest retention rate (10.4%), followed by Grade K students in special education programs, whose retention rate was 8.6 percent. This rate for Grade K students was nearly four times that of kindergarteners (2.3%) not in special education.

Table 6.2 Grade-level Retention by Grade and Ethnicity in Texas Public Schools, 1994-95 Through 1999-00

		African American		Asian/Pacific Isl.		Hispanic		Native American		White		All Students	
Grade	Year	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %
K	1994-95	474	1.3	30	0.6	1,165	1.2	10	1.4	2,047	1.8	3,726	1.5
	1995-96	519	1.3	42	0.8	1,504	1.4	18	2.2	2,441	2.1	4,524	1.7
	1996-97	556	1.4	42	0.7	1,764	1.6	21	2.6	2,698	2.3	5,081	1.9
	1997-98	769	2.0	55	0.9	2,306	2.0	20	2.3	2,920	2.6	6,070	2.2
	1998-99	845	2.1	46	0.7	2,752	2.3	23	2.8	3,330	3.0	6,996	2.5
	1999-00	952	2.5	90	1.3	3,504	2.8	30	3.4	3,365	3.1	7,941	2.8
1	1994-95	2,708	7.0	182	3.1	7,353	7.1	41	5.7	5,714	4.6	15,998	5.8
	1995-96	3,174	7.4	167	2.7	7,956	7.0	49	6.0	5,953	4.6	17,299	5.9
	1996-97	3,039	7.0	167	2.7	7,866	6.6	50	5.7	5,655	4.4	16,777	5.6
	1997-98	3,375	7.9	167	2.6	8,689	7.2	57	6.4	5,475	4.4	17,763	6.0
	1998-99	3,779	8.6	165	2.4	10,014	7.8	65	6.9	5,670	4.6	19,693	6.5
	1999-00	3,515	7.8	202	2.8	10,533	7.8	50	5.6	5,205	4.3	19,505	6.3
2	1994-95	1,130	3.0	57	1.0	3,157	3.2	13	2.0	1,601	1.3	5,958	2.2
	1995-96	1,425	3.5	68	1.1	3,808	3.5	18	2.4	1,906	1.5	7,225	2.6
	1996-97	1,337	3.2	82	1.3	3,784	3.4	17	2.1	2,002	1.6	7,222	2.5
	1997-98	1,692	4.1	81	1.3	4,986	4.3	30	3.4	2,149	1.7	8,938	3.1
	1998-99	1,896	4.4	86	1.3	5,313	4.4	23	2.6	2,142	1.7	9,460	3.2
	1999-00	1,811	4.2	110	1.5	5,787	4.5	22	2.5	2,122	1.7	9,852	3.3
3	1994-95	753	2.1	43	0.8	1,689	1.7	11	1.7	957	0.8	3,453	1.3
	1995-96	906	2.2	44	0.7	2,166	2.1	8	1.1	1,127	0.9	4,251	1.5
	1996-97	870	2.1	54	0.8	2,289	2.1	16	2.0	1,171	0.9	4,400	1.6
	1997-98	1,138	2.8	50	0.7	2,899	2.7	14	1.7	1,272	1.0	5,373	1.9
	1998-99	1,680	4.0	88	1.3	3,964	3.4	14	1.6	1,383	1.1	7,129	2.4
	1999-00	1,497	3.4	75	1.0	3,902	3.1	11	1.3	1,377	1.1	6,862	2.3
4	1994-95	505	1.4	35	0.6	1,234	1.3	11	1.9	796	0.6	2,581	1.0
	1995-96	579	1.5	34	0.6	1,456	1.4	9	1.3	874	0.7	2,952	1.1
	1996-97	532	1.3	32	0.5	1,538	1.4	11	1.5	917	0.7	3,030	1.1
	1997-98	727	1.8	45	0.7	1,806	1.7	16	2.0	952	0.8	3,546	1.3
	1998-99	784	1.9	47	0.7	2,049	1.8	12	1.3	989	0.8	3,881	1.3
	1999-00	846	2.0	46	0.6	2,217	1.9	6	0.7	899	0.7	4,014	1.3
5	1994-95	448	1.3	-	0.5	1,017	1.1	-	0.8	728	0.6	2,223	0.9
	1995-96	424	1.1	36	0.6	1,062	1.1	6	0.9	827	0.6	2,355	0.8
	1996-97	339	0.9	23	0.4	1,081	1.0	9	1.3	820	0.6	2,272	0.8
	1997-98	443	1.1	36	0.6	1,261	1.2	8	1.1	839	0.7	2,587	0.9
	1998-99	445	1.1	-	0.6	1,211	1.1	-	0.5	797	0.6	2,502	0.9
	1999-00	612	1.5	37	0.5	1,445	1.3	8	1.0	836	0.7	2,938	1.0
6	1994-95	928	2.6	28	0.5	2,295	2.4	9	1.6	1,301	1.0	4,561	1.7
	1995-96	1,016	2.6	23	0.4	2,450	2.5	12	2.0	1,320	1.0	4,821	1.7
	1996-97	830	2.1	36	0.6	2,373	2.3	13	2.0	1,340	1.0	4,592	1.6
	1997-98	900	2.3	27	0.4	2,458	2.4	16	2.2	1,407	1.1	4,808	1.7
	1998-99	873	2.1	31	0.5	2,468	2.3	18	2.3	1,372	1.0	4,762	1.6
	1999-00	880	2.1	41	0.5	2,694	2.4	16	1.9	1,275	1.0	4,906	1.7

Note. A dash (-) indicates data are not reported to protect student anonymity.

Table 6.3 Grade-level Retention by Limited English Proficient (LEP) Status and Services Received, Grades K-6, Texas Public Schools, 1994-95 Through 1999-00

	Services Received by Retained LEP Students											
	Bilingual		ESL[a]		Special Education		No Services [b]		All LEP Students		All Other Students	
Year	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %
1994-95	4,803	2.8	2,141	3.1	201	3.6	539	2.5	7,684	2.9	30,816	2.0
1995-96	4,929	2.7	2,303	3.1	228	4.2	527	2.5	7,987	2.8	35,440	2.1
1996-97	5,036	2.6	2.302	2.8	234	4.2	614	2.5	8,186	2.7	35,188	2.1
1997-98	6,458	3.2	2,776	3.2	231	4.2	647	2.9	10,112	3.2	38,973	2.3
1998-99	7,509	3.7	3,266	3.5	233	4.6	646	3.0	11,654	3.6	42,769	2.5
1999-00	8,217	3.8	3,780	3.8	216	3.9	703	2.9	12,916	3.8	43,102	2.5

[a] English as a second language. [b] Includes students whose parent requested the student not be served by a special language program.

Secondary Grade Retention

Although the retention rate for students in ninth grade declined by almost 1 percentage point from the previous year, this group still had the highest average retention rate (17.7%) across all grade levels. In the secondary grades, eighth graders had the lowest retention rate (2.1%).

Hispanic and African American students in Grades 7-12 had retention rates over twice that of White and Asian/Pacific Islander students (Table 6.4 on page 74).

Males in the ninth grade had the highest retention rate (20.7%) (Figure 6.6 on page 75). This was true across all secondary and elementary grades. Females in the eighth grade had the lowest retention rate (1.7%) at the secondary level.

Students with Limited English Proficiency. The retention rates of Grades 7-12 LEP students were consistently higher than the rates for other Grades 7-12 students (Table 6.5 on page 74). At the secondary level, the retention rates for LEP students receiving ESL (13.0%) or special education services (11.4%) and LEP students not receiving services (12.7%) were notably higher than the rate for non-LEP students (6.8%).

Students Receiving Special Education Services. As with elementary students, secondary students participating in special education had higher retention rates than non-participants across all grades (Figure 6.7 on page 75). Ninth grade students participating in special education had the highest retention rate (22.8%) across all grades, as did their ninth grade counterparts not participating in special education (16.9%). The retention rate (10.7%) for Grade

Figure 6.4 Grade-level Retention by Grade and Gender, Grades K-6, Texas Public Schools, 1999-00

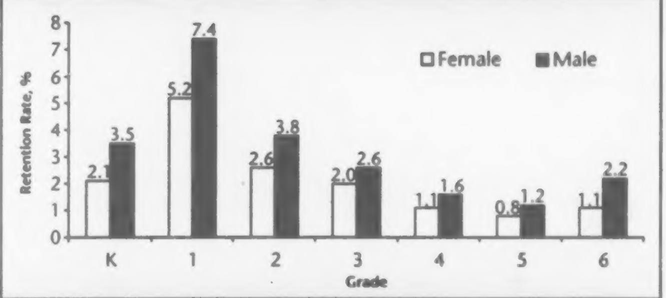


Figure 6.5 Grade-level Retention by Grade and Special Education Status, Grades K-6, Texas Public Schools, 1999-00

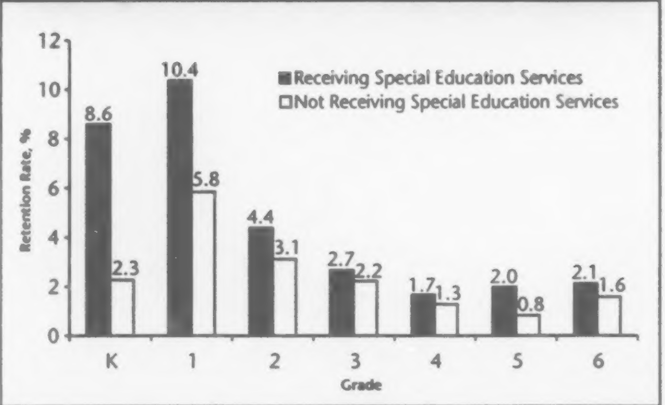


Table 6.4 Grade-level Retention byGrade and Ethnicity, Grades 7-12, Texas Public Schools, 1998-99 and 1999-00

		African American		Asian/Pacific Isl.		Hispanic		Native American		White		All Students	
Grade	Year	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %
7	1998-99	1,633	4.0	54	0.8	4,432	4.1	36	4.5	2,487	1.8	8,642	3.0
	1999-00	1,562	3.7	51	0.7	4,459	3.9	34	4.2	2,407	1.8	8,513	2.9
8	1998-99	1,049	2.7	55	0.8	3,440	3.3	27	3.6	1,962	1.5	6,533	2.3
	1999-00	964	2.4	70	0.9	3,384	3.1	29	3.6	1,722	1.3	6,169	2.1
9	1998-99	11,558	25.0	644	8.1	33,046	27.1	149	19.0	14,341	10.2	59,738	18.8
	1999-00	11,682	24.3	642	7.8	32,382	25.2	166	19.6	13,579	9.4	58,451	17.7
10	1998-99	3,856	11.5	314	4.2	9,716	11.5	53	6.8	5,613	4.6	19,552	7.8
	1999-00	4,183	12.1	299	4.0	9,934	11.4	53	8.4	5,454	4.4	19,923	7.9
11	1998-99	2,261	8.3	270	4.0	5,722	8.3	38	5.7	3,772	3.4	12,063	5.6
	1999-00	2,445	8.5	300	4.3	6,096	8.5	32	6.1	3,933	3.5	12,806	5.8
12	1998-99	1,562	5.9	196	3.0	4,693	7.2	47	7.1	3,085	2.9	9,583	4.6
	1999-00	1,540	5.5	188	2.7	4,767	6.8	27	5.2	3,109	2.8	9,631	4.5
Total 7-12	1998-99	21,919	10.2	1,533	3.6	61,049	11.0	350	7.9	31,260	4.2	116,111	7.4
	1999-00	22,376	10.1	1,550	3.5	61,022	10.5	341	8.2	30,204	4.0	115,493	7.2

Note. A dash (-) indicates data are not reported to protect student anonymity.

12 students receiving special education services was nearly triple that of non-participants (3.7%).

Retention and TAAS Performance

Beginning in 2001, reporting retained students' performance on the TAAS was mandated by the 77th Texas Legislature. To report this required performance information, reading and mathematics TAAS results on the spring 2000 and spring 2001 administrations were used. The performance of students who were retained in Grades 3-8 at the end of the 1999-00 school year was calculated for both the 2000 and 2001 TAAS. For comparison purposes, the 2000 TAAS results for promoted students are also provided.

On the spring 2000 English-version TAAS, the average reading Texas Learning Indices (TLIs) of students who were promoted ranged from 82.7 in Grade 7 to 86.4 in Grade 4. Average mathematics TLIs of promoted students ranged from 78.8 in Grade 3 to 84.2 in Grade 5 (Table 6.6). Retained students on average failed to meet the TLI passing score of 70. As illustrated in Figure 6.8 on page 76, retained students' average reading TLIs were 16.9 points to 25.1 points lower than their promoted counterparts. Even after a second year in the same grade, the performance of retained students improved but failed to reach that of their peers who had been promoted. On the spring 2001 English-version TAAS, retained students made gains of 7.8 to 18.0 points on reading and gains of 6.6 to 18.9 points on mathematics between same grade level administrations. For example, students who were retained in the 1999-00 school year in Grade 4 had a TLI reading average of 62.2 points on the fourth-grade test in 2000. On the 2001 fourth-grade reading test, these same students had

Table 6.5 Grade-level Retention by Limited English Proficient (LEP) Status and Services Received, Grades 7-12, Texas Public Schools, 1998-99 and 1999-00

	Services Received by Retained LEP Students											
	Bilingual		ESL[a]		Special Education		No Services[b]		All LEP Students		All Other Students	
Year	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %	Number	Rate, %
1998-99	40	5.8	9,806	13.4	729	13.5	1,737	12.4	12,312	13.2	103,799	7.0
1999-00	28	3.8	10,128	13.0	631	11.4	1,787	12.7	12,574	12.8	102,919	6.8

[a] English as a second language. [b] Including students whose parent requested the student not be served by a special language program.

average reading TLIs of 77.4 points, a gain of over 15 points. Despite gains, the average TLI for retained students was still 9 points lower than that of their peers who had been promoted.

Like the average TLIs of retained students who took the English-version TAAS, the average scale scores of retained students who took the Spanish-version TAAS were lower than those of promoted students (Table 6.6). Measurement of progress of retained students taking the Spanish-version TAAS is not directly comparable to measurement of progress of retained students taking the English-version TAAS. The Spanish TAAS tests were developed using an adaptive translation process called "transadaptation." In addition, English-version test results are reported as TLIs, which are designed to show year-to-year progress, whereas Spanish-version test results are reported as scale scores. The average scale scores of retained students taking the Spanish-version TAAS the second year were higher numerically than the first year, and in some cases were higher than the averages of promoted students.

In 1999-00, there were 34,134 students in Grade 3 who did not pass the reading TAAS. Out of the 34,134 Grade 3

Figure 6.6 Grade-level Retention by Grade and Gender, Grades 7-12, Texas Public Schools, 1999-00

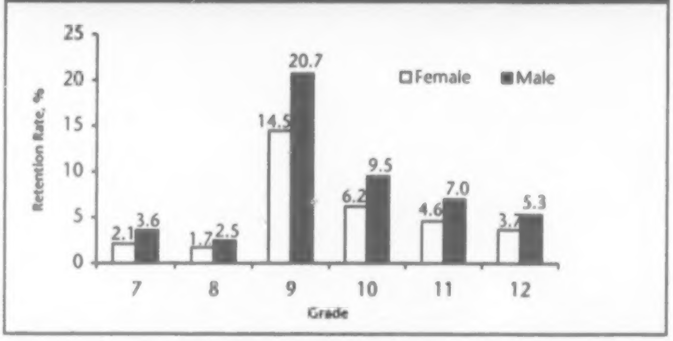


Figure 6.7 Grade-level Retention by Grade and Special Education Status, Grades 7-12, Texas Public Schools, 1999-00

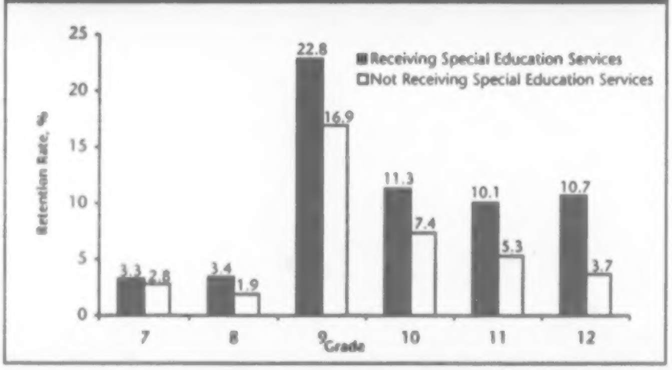


Table 6.6 Promotion Status and Mean Texas Learning Index (TLI) and Scale Scores, Grades 3-8, Texas Assessment of Academic Skills (TAAS), 2000 and 2001

		English-version (TLI)				Spanish-version (Scale Score)			
		Reading		Mathematics		Reading		Mathematics	
Grade	Status	2000	2001	2000	2001	2000	2001	2000	2001
3	Promoted	83.3	—	78.8	—	1584.5	—	1579.9	—
	Retained	58.2	76.2	56.2	75.1	1443.1	1559.8	1455.3	1600.8
4	Promoted	86.4	—	81.3	—	1525.5	—	1610.3	—
	Retained	62.2	77.4	60.1	77.5	1400.1	1518.1	1458.1	1598.4
5	Promoted	86.2	—	84.2	—	1516.9	—	1603.8	—
	Retained	62.9	77.2	65.9	78.6	1407.0	1547.0	1452.4	1600.6
6	Promoted	85.0	—	82.3	—	1441.5	—	1513.6	—
	Retained	65.0	73.1	65.2	74.7	1346.0	1414.6	1394.8	1513.0
7	Promoted	82.7	—	82.0	—				
	Retained	65.8	76.1	67.8	74.5				
8	Promoted	86.2	—	81.9	—				
	Retained	69.3	77.1	68.7	75.3				

Figure 6.8 Grade-level Retention 1999-00 and English version TAAS Reading Performance 2000 and 2001, Grades 3-8, Texas Public Schools, 1999-00 TAAS

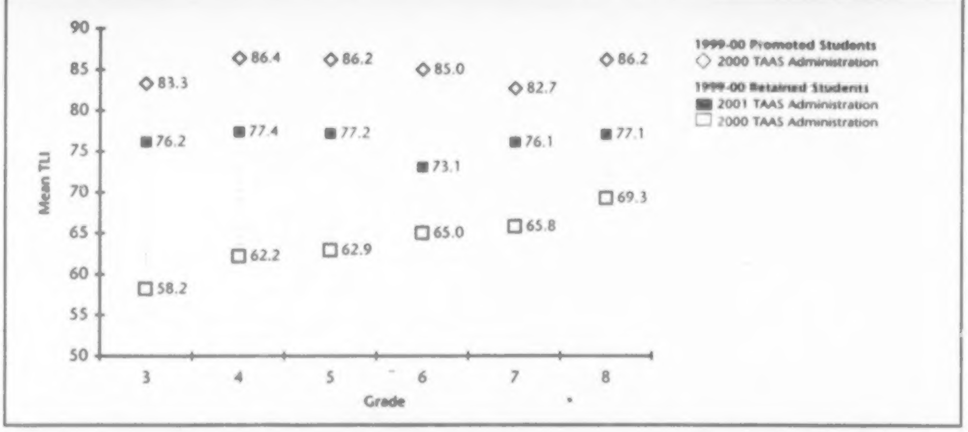
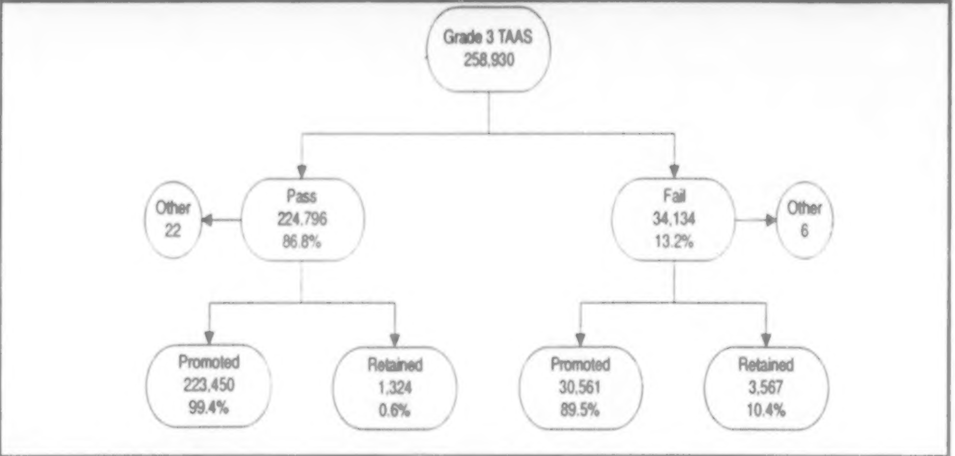


Figure 6.9 TAAS Reading Performance 2000 and Promotion Status, 1999-00, Grade 3, Texas Public Schools



Note. "Other" indicates promotion status cannot be determined.

students who did not pass the reading TAAS in a single attempt, 10.4 percent were retained (Figure 6.9). Out of the 224,796 Grade 3 students who did pass the reading TAAS test, only 0.6 percent were retained.

Agency Contact Persons

For information on student grade-level retention data, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701 or Karen Dvorak, Senior Director, Research and Evaluation Division, (512) 475-3523.

For information on retention reduction programs, Geraldine Kidwell, Curriculum and Professional Development, (512) 463-9581.

Other Sources of Information

For a summary of the results of grade- level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 1999-00,* published by the Division of Research and Evaluation, Department of Accountability Reporting and Research.

7. District and Campus Performance

One of the major objectives of the Texas Education Agency is to support the accomplishment of the state's goals for public education by recognizing, rewarding, sanctioning, and intervening in school districts and campuses to ensure excellence for all students.

Accountability Ratings

The accountability ratings for districts and for campuses are based on the academic excellence indicators required by law.

Accountability ratings for 2001 showed that more Texas districts and campuses received high performance ratings (see Table 7.1) than ever before. The number of *exemplary* schools increased from 1,296 in 2000 to 1,571 in 2001. The number of *recognized* schools increased from 2,009 in 2000 to 2,328 in 2001. Legislation enacted in 1993 required the establishment of the accountability system, which is now in its ninth year of implementation. The number of *exemplary* and *recognized* schools has increased each year, with more schools receiving *exemplary* and *recognized* ratings in 2001 than in any of the previous eight years.

District accountability ratings showed similar improvements: in 2001, 178 districts received *exemplary* ratings, compared to 168 in 2000. Another 471 districts were rated *recognized* in 2001, compared to 439 in 2000.

In 2001, districts and campuses were rated using: the Texas Assessment of Academic Skills (TAAS) passing rates in reading, mathematics, and writing and the annual dropout rate for students in Grades 7-12.

The record number of high performance ratings was achieved despite the tougher standards used to rate districts and campuses. In 1995, 25 percent of all students and each student population group (African American, Hispanic, White, and economically disadvantaged students) were required to pass the TAAS in order for the campus or district to be rated *acceptable*. That standard rose to 30 percent in 1996, to 35 percent in 1997, to 40 percent in 1998, to 45 percent in 1999, and to 50 percent in 2000 and 2001. In 2001, the dropout rate standard was tightened to 5.5 percent or less as compared to the previous standard of 6.0 percent or less. The dropout standards apply to all students and each student group.

The standard for achieving *recognized* status increased from 70 percent of all students and each student population group passing TAAS in 1995 and 1996, to 75 percent passing in 1997, to 80 percent in 1998, 1999, 2000, and 2001. In 2001, the dropout rate standard for *recognized* campuses was raised to 3.0 percent or less as compared to the previous standard of 3.5 percent or less. The dropout standards apply to all students and each student group.

Table 7.1 District and Campus Accountability Ratings, 1995-2001

Campus Ratings	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Exemplary	255	394	683	1,048	1,120	1,296	1,571
Recognized	1,004	1,309	1,617	1,666	1,843	2,009	2,328
Acceptable	4,347	4,127	3,679	3,365	3,148	2,916	2,480
Acceptable: Data Issues	NA	NA	NA	NA	36	0	0
Low Performing	267	108	67	59	96	146	100
Alternative Campus Ratings		**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Commended		NA	NA	NA	NA	5	12
Acceptable		157	285	316	354	273	247
Needs Peer Review		106	46	67	24	33	66
District Ratings	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Exemplary	14	37	65	120	122	168	178
Recognized	137	209	321	329	383	439	471
Acceptable	860	788	650	585	523	429	390
Academically Unacceptable	34	8	4	6	7	5	1
Unacceptable: SAP[a]	NA	2	3	2	3	0	0
Unacceptable: Data Quality	NA	NA	NA	NA	4	0	0

[a] Special Accreditation Investigation.

The standard for achieving *exemplary* status has remained constant since 1994. At least 90.0 percent of all students and each student population group must pass each subject area of the TAAS. The dropout rate standard remained at 1.0 percent or less for all students and each student group.

From 1995 through 2000, the standard for the percentage of students passing the TAAS increased each year. It did not change in 2001. Even with the increased standard, the number of *low-performing* campuses and *academically unacceptable* districts has decreased from 1995 to 2001. The number of campuses rated *low performing* decreased from 267 in 1995 to 100 in 2001; the number of academically *unacceptable* districts decreased from 34 in 1995 to 1 in 2001.

The Special Data Inquiry Unit (SDIU) conducted 20 on-site visits to ISDs and 27 on-site visits to charter school districts during the 2000-2001 school year for excessive underreported leavers. In addition, 12 ISDs and 2 charter schools were randomly selected to receive an on-site visit due to excessive use of certain leaver codes.

Fourteen school districts, which included 51 campuses, received a desk review for underreported leavers. During the spring of 2001, the SDIU unit conducted desk reviews on 33 campuses and on-site visits to 5 campuses due to excessive exemptions for TAAS testing.

Beginning with the 1994-95 school year, TEA has implemented optional alternative accountability procedures for campuses that are dedicated to serving students who are at-risk of dropping out of school. Ratings for these alternative education campuses are based on student performance on TAAS, dropout rates, and attendance. One or more additional indicators are chosen by the campus based on the specific nature of the at-risk student population served at the campus and may include course completion rates, average number of credits earned, TAAS retake results, promotion rates, or General Educational Development (GED) completion rates.

In 2001, the alternative education accountability ratings procedures included criteria for a rating of AE: *commended* and 12 alternative campuses received this rating (see Table 7.1), up from the 5 that received this rating in 2000. Of the 325 alternative education campuses rated in 2001, 247 were rated as AE: *acceptable*; 273 campuses received this rating in 2000. In 2001, of the 325 schools rated, 66 were rated AE: *needs peer review*, compared to 33 receiving this rating in 2000.

The TEA established a Special Data Inquiry Unit in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. During the 1997-98 school year, the unit conducted 230 campus investigations. Ninety-one campuses were investigated for excessive exemptions and absences on TAAS, and 76 campuses were investigated due to high numbers of student withdrawals. In addition, unit staff investigated 63 campuses whose ratings were based on less than 40 percent of the student populations eligible for TAAS. During the 1998-99 school year, the unit conducted 144 campus investigations. Fifty-three campuses were investigated for excessive exemptions and absences on TAAS, and 62 campuses whose ratings were based on less than 40 percent of the student population eligible for TAAS were investigated. In addition, unit staff conducted desk audits on 12 campuses identified as first-year low performing due to a high dropout rate. The unit also made on-site visits to the 17 first generation open-enrollment charter schools. As a result of the implementation of the leaver record, the focus of investigations for high numbers of student withdrawals changed to a review of high numbers or percentages of underreported student leavers. Seventeen districts received this new type of investigation in fall 1999. For the 2000-2001 school year, one district had a rating change to *unacceptable: SAI* and two high schools in two other school districts had a rating change to *not rated: data quality*. In addition, four charter districts had a rating change to *not rated: data quality* for the 2000-2001 school year. No districts or charter schools have been issued these ratings for the 2001-2002 school year.

The 1996-97 school year marked the first year of operation for 17 open-enrollment charter schools approved by the State Board of Education. All charter schools are held accountable for student performance on TAAS. Depending on the student population served, charter schools may choose to be rated through the standard rating process or the alternative accountability procedures. All open-enrollment charter schools, in a newly authorized charter, receive a *not rated (charter)* rating for the first full year of operation. The following year, these charter schools are rated through the regular accountability or alternative accountability procedures, as appropriate.

Seventeen charter schools were rated for the first time in 1998 (see Table 7.2). Of the 10 charter schools rated through regular procedures in 1998, 1 was *recognized*, 7 were *acceptable*, and 2 were *low performing*. Of the 7 charter schools rated through alternative procedures in 1998, 2 were AE: *acceptable* and 5 were AE: *needs peer review*.

In 1999, 21 open-enrollment charter schools received accountability ratings. Of the 15 charter schools rated through regular procedures in 1999, 2 were *exemplary*, 3 were *recognized*, 7 were *acceptable*, and 3 were *low performing*. Of the 6 charter schools rated through alternative procedures in 1999, 5 were AE: *acceptable* and 1 was AE: *needs peer review*.

In 2000, 99 open-enrollment charter schools received accountability ratings. Of the 63 charter schools rated through regular procedures in 2000, 5 were *exemplary*, 7 were *recognized*, 31 were *acceptable*, and 20 were *low performing*. Of the 32 charter schools rated through alternative procedures in 2000, 8 were AE: *acceptable* and 24 were AE: *needs peer review*.

In 2001, 160 open-enrollment charter schools received accountability ratings. Of the 99 charter schools rated through regular procedures in 2001, 5 were *exemplary*, 9 were *recognized*, 43 were *acceptable*, and 42 were *low performing*. Of the 61 rated through alternative procedures, 1 was AE: *commended*, 23 were AE: *acceptable* and 37 were AE: *needs peer review*.

In 2000, 20 charter schools rated *low performing* and 21 rated AE: *needs peer review* were visited by the Division of Accountability Evaluations. In 2001-2002, the 42 charter schools rated *low performing* and the 37 rated AE: *needs peer review* will be visited by the Division of Accountability Evaluations.

Framework for Interventions

The agency has developed a framework for multiyear sanctions and interventions for first-, second-, third-, and fourth-year *academically unacceptable* districts and *low-performing* campuses.

Interventions and sanctions for *academically unacceptable* districts and *low-performing* campuses include: issuance of public notice and the provision of a public hearing by the local board of trustees; submission of a local improvement plan for state review; and an on-site peer review. First-year *academically unacceptable* districts or *low-performing* campuses due to high dropout rate receive a desk audit. Additional sanctions or interventions may include: Education Service Center (ESC) support; a hearing before the commissioner or designee; assignment of an intervention team; assignment of a master, monitor, or management team; or appointment of a board of managers.

For second-year *academically unacceptable* districts and *low-performing* campuses, interventions and sanctions include: issue of public notice and public hearing by the local board of trustees; improvement plan submitted for state review; and an on-site review. Additional interventions may include a hearing before the commissioner or designee. For districts, additional sanctions or interventions may include: assignment of a master, monitor, or management team; or a plan for annexation. For campuses, additional sanctions or

Table 7.2 Charter School Accountability Ratings, 1998-2001

	1998	1999	2000	2001
Exemplary	0	2	5	5
Recognized	1	3	7	9
Acceptable	7	7	31	43
Low Performing	2	3	20	42
AE: Commended	0	0	0	1
AE: Acceptable	2	5	8	23
AE: Needs Peer Review	5	1	24	37
AE: Not Rated	0	0	0	1
NR: PK-K	0	1	3	1
NR: Charter (New)	3	44	62	15
NR: Charter (Insufficient Data)	0	0	12	12
NR: Data Quality	0	0	4	0
Total	20	66	176	189

AE = Alternative Education; NR = Not Rated interventions may include: ESC support; assignment of an intervention team; or appointment of a board of managers.

For third- and fourth-year *low-performing* campuses, interventions and sanctions include: issuance of public notice and the provision of a public hearing by the local board of trustees; submission of a local improvement plan for state review; and a hearing before the commissioner or designee. Results of the hearing will determine the need for additional sanctions and interventions, which may include an intervention team; appointment of a board of managers; or a plan for campus closure.

For districts or campuses that are *academically unacceptable* or *low performing* in consecutive years, members of the peer evaluation team that visited the campus the previous year will visit the district or campus again when possible.

Efforts to Improve Performance

Of the 7 districts rated *academically unacceptable* in 1999, 6 showed sufficient progress to receive an *academically acceptable* rating in 2000 and 1 (Three Rivers ISD) earned a *recognized* rating. Of the 96 campuses listed as *low performing* in 1999, 51 received a rating of *acceptable* and 7 received a *recognized* rating in 2000. Both campuses rated *low performing* for the second consecutive year in 1999 received an *acceptable* rating in 2000. In 2000, 21 of the 96 campuses were *low performing* for the second year, while one (McCallum High School, Austin ISD) was *low performing* for the third consecutive year. The campus rated *low performing* for the third consecutive year in 1999 (Goodrich Elementary, Goodrich ISD) received an *acceptable* rating in 2000.

Peer review teams visited *academically unacceptable* districts and *low-performing* campuses. Each review team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

Desk audits were conducted for campuses rated first-year *low performing* due solely to high dropout rates. The effectiveness of the desk audit is evident in the analysis of the 1998 and 1999 ratings. Only one of the 18 campuses (Jefferson High School in Port Arthur ISD) receiving a desk audit for dropouts in 1997 was rated *low performing* in 1998. The second-year *low-performing* rating was due to low TAAS performance, not a high dropout rate. In 1999, none of the 12 *low-performing* campuses receiving a desk audit were rated *low performing*; in fact, 2 of the 12 (Big Sandy High School in Big Sandy ISD in Upshur County and Malakoff High School in Malakoff ISD) received *recognized* ratings.

There were 24 campuses listed as *low performing* due to dropout rate only in 1999. Of these, 9 received a rating of *low performing* for the second consecutive year in 2000 (7 due to dropout rate and 2 due to low TAAS performance). A third campus received a third-year *low performing* rating in 2000 (only the last two years were for dropout rate). Two of the 24 campuses received a *recognized* rating and 8 received an *acceptable* rating in 2000.

2000 Ratings

Five districts were designated as *academically unacceptable* in 2000 due to low performance on TAAS or high dropout rates. In these 5 districts were 5 *low-performing* campuses. The remaining 141 *low-performing* campuses were in 75 other districts and charter schools.

On-site peer review accreditation visits were conducted in 2000-2001 at 116 *low-performing* campuses and charter schools out of the 146 rated *low performing*. For the remaining 30 *low-performing* campuses, 9 received desk audits due to high dropout rates for the first year, 12 campuses were identified as Discipline Alternative Education Programs (DAEPs), not schools, and therefore removed from the visit schedule, and 9 campuses were closed. On-site peer review accreditation visits were conducted in 2000-2001 at 4 of the 5 *academically unacceptable* districts; the remaining district received a desk audit. One district rated *academically unacceptable* and 9 campuses rated *low performing* due solely to a high dropout rate (first year) submitted self-evaluations and improvement plans for desk audits.

Academically Unacceptable Districts

Hitchcock ISD *D – D/A*
Kendleton ISD *T*
Mirando City ISD *T*
Sierra Blanca ISD *T*
Walnut Bend ISD *T*

Low-Performing Campuses

Academy of Houston
Academy of Houston Charter *T*

Arlington ISD
Crouch Elementary School *T*
Workman Junior High School *T*

Austin ISD
Dobie Middle School *2T*
Johnson High School *D – D/A*
Johnston High School *2D*
Langford Elementary School *T*
Lanier High School *2D*
McCallum High School *3D*
Pearce Middle School *2T*
Reagan High School *2D*
Travis High School *2T*

Axtell ISD
Methodist Home Boys Ranch *2T*

Beaumont ISD
Central Senior High School *T*

Big Spring ISD
Goliad Elementary School *T*

Bright Ideas Charter
Bright Ideas Charter School *T*

Brownsville ISD
Teen Learning Community School *T- DAEP*

Bryan ISD
Special Opportunity School *T - DAEP*

Calvert ISD
W.D. Spigner Elementary School *2T*

Carrizo Springs CISD
Asherton Elementary School *T*

Children First Academy-Dallas
Children First Academy of Dallas Charter *T*

Children First Academy-Houston
Children First of Houston Charter School *T*

Clarksville ISD
Cheatham Middle School *T*

Cleveland ISD
Cleveland Junior High School *T*

Conroe ISD
Austin Elementary School *T*

Corsicana ISD
Carroll Elementary School *T*

Dallas ISD
Amelia Earhart Elementary School *T*
Ascher Silberstein Elementary School *T*
Bayles Elementary School *T*
Buckner Academy *T*
David G. Burnet Elementary School *T*
Esperanza Medrano Elementary School *T*
J. L. Long Middle School *T*
James B. Bonham Elementary School *T*
James Bowie Elementary School *T*
James S. Hogg Elementary School *T*
Joseph McMillan Primary School *T*
Julian T. Saldivar Elementary School *T*
Lida Hooe Elementary School *T*
Lorenzo De Zavala Elementary School *T*
Maple Lawn Elementary School *T*
Mount Auburn Elementary School *T*
Onesimo Hernandez Elementary School *2T*
Oran M. Roberts Elementary School *2T*
Phyllis Wheatley Elementary School *T*
Prairie Creek Academy *T*
Preston Hollow Elementary School *T*
R. C. Buckner Elementary School *T*
Richard Lagow Elementary School *T*
S. S. Conner Elementary School *T*
Sam Houston Elementary School *T*
Stevens Park Elementary School *2T*
W. W. Bushman Elementary School *T*
William B. Miller Elementary School *T*

Donna ISD
C. Stainke Elementary School *T*
Patricia S. Garza Elementary School *T*

Eagle Mountain-Saginaw ISD
Alternative Discipline Campus *T - DAEP*

Key to Symbols

2	indictates district/campus has been rated low for 2 consecutive years
3	indictates district/campus has been rated low for 3 consecutive years
D/A	indicates desk audit due to 1st year dropout only
C/C	indicates campus has been closed
DAEP	indicates campus dropped from visit schedule
D	indicates low rating due to dropout performance only
T	indicates low rating due to TAAS performance only
B	indicates low rating due to both dropout and TAAS performance

East Central ISD
Pecan Valley Elementary School *T*

Ector County ISD
Odessa High School *D – D/A*
Periman High School *D – D/A*

Ed White School-Education
Ed White School of Education Charter School *B*

Eden Park Academy
Eden Park Academy Charter *T*

Edinburg CISD
Hargill Elementary School *2T*

Fairfield ISD
Fairfield Elementary School *T*
Fairfield Intermediate School *T*

Faith Family Academy-Oak Cliff
Faith Family Academy of Oak Cliff *T*

Fort Worth ISD
Detention Center School *B - DAEP*
Handley Middle School *T*
Homebound School *D – D/A*
Horizon Middle School *T - DAEP*
Meacham Middle School *T*

Gabriel Tafolla Charter
Gabriel Tafolla Charter School *T*

Galveston ISD
Morgan Academy of Fine Arts *T*

Grand Prairie ISD
Crockett Elementary School *T*

Greenville ISD
Greenville Middle School *T*

Guardian Angel Performance Academy
Guardian Angel Performance Academy Charter *T*

Higgs, Carter, King Gifted/Talented
Higgs, Carter, King, Gifted and Talented Charter School *T*

Hitchcock ISD
Hitchcock High School *D – D/A*

Houston ISD
Centripet II School *T - DAEP*
Community Education Partners South School *T - DAEP*
Community Education Partners S. W. School *B - DAEP*
Cullen Middle School *T*
Education Learning Enrichment Center School *D – C/C*
Employment and Training Center School *2D – C/C*
Energized For Excellence Academy *T*
Gregory-Lincoln Education Center School *T*
Gulf Shores Alternative School *2D – C/C*
HCC-Alternative Education School *2D – C/C*
Houston Accelerated Academy *2T – C/C*
Houston Read Commission School *D – C/C*
L E A P School *2D – C/C*
Language Acquisition Transitional School *D – C/C*
McCardell Academy *2D – C/C*
MLK Projects S A F E School *T - DAEP*
Westbury High School *D*

Jacksonville ISD
Joe Wright Elementary School *T*

Jesse Jackson Academy
Jesse Jackson Academy Charter *B*

John H. Wood Charter
John H. Wood Charter School *B*

Judson ISD
Judson Senior High School *D – D/A*

Kendleton ISD
Powell Point Elementary School *T*

Kermit ISD
Kermit Junior High School *T*

Kingsville ISD
LASER Expulsion/Suspension School *T - DAEP*

Lamar CISD
Juvenile Detention Center School *T*

Life Charter-Oak Cliff
Life Charter School of Oak Cliff *T*

Lorenzo ISD
Lorenzo Elementary School *T*

Lytle ISD
Lytle High School *D – D/A*

Manor ISD
Decker Elementary School *T*

Marshall ISD
G. W. Carver Elementary School *T*

McKinney ISD
Faubion Middle School *T*

Midland ISD
Rusk Elementary School *T*

Mineola ISD
Mineola Middle School *T*

Mirando City ISD
Mirando Elementary School *T*

Navasota ISD

Navasota High School *D – D/A*

New Frontiers Charter

New Frontiers Charter School *T*

North Forest ISD

Tidwell Elementary School *2T*

NOVA

NOVA Charter School *T*

N W Math Science & Language

Northwest Mathematics Science and Language Charter School *T*

Richardson ISD

Richardson North Junior High School *T*

Roma ISD

Roma Middle School *T*

Rylie Faith Family Academy

Rylie Faith Family Academy Charter *T*

San Antonio ISD

M. L. King Middle School *T*
Pershing Elementary School *T*
Wheatley Middle School *T*

Sherman ISD

Washington Elementary School *T*

Sierra Blanca ISD

Sierra Blanca School *T*

Somerville ISD

Somerville Elementary School *T*

Terrell ISD

Kennedy Elementary School *T*
W. H. Burnett Elementary School *T*

Texarkana ISD

Dunbar Elementary School *T*

Texas City ISD

Alternative Learning Center School *T - DAEP*

Theresa B. Lee Academy

Theresa B. Lee Academy Charter *T*

Tornillo ISD

Tornillo Middle School *T*

Tyler ISD

Dogan Middle School *T*

United ISD

Kennedy Zapata Elementary School *T*

Universal Academy

Universal Academy Charter *T*

Valley High

Valley High Charter School *B*

Victoria ISD

Devereux School *T*

Waco ISD

Cesar Chavez Academy *T*

Walnut Bend ISD

Walnut Bend Elementary School *T*

Warren

Fred Elementary School *T*

Waxahachie ISD

Wedgeworth Elementary School *T*

West Orange-Cove CISD

Anderson Elementary School *T*
Bancroft Elementary School *T*

Wilmer-Hutchins ISD

Kennedy-Curry Middle School *T*
Wilmer Elementary School *T*
Wilmer-Hutchins High School *B*

Alternative Campuses Rated AE: *Needs Peer Review*

On-site reviews were conducted during the 2000-2001 school year at the 9 alternative education campuses and 24 charter schools that were rated AE: *needs peer review* in 2000.

Academy of Skills and Knowledge

Academy of Skills and Knowledge Charter

Academy of Accelerated Learning

Academy of Accelerated Learning Charter

Academy of Transitional Studies

Academy of Transitional Studies Charter

Austin ISD

Huston-Tillotson GED School

Benji's Special Academy

Benji's Special Education Academy Charter

Blessed Sacrament Academy

Blessed Sacrament Academy Charter High School

Building Alternatives Charter

Building Alternatives Charter School

Cedar Ridge Charter

Cedar Ridge Charter School

Corpus Christi-Richard Milburn Charter
Corpus Christi-Richard Milburn Alternative Charter School

Cotulla ISD
Cotulla Alternative School

Eagle Advantage School
Eagle Advantage Charter School

Fort Worth ISD
Newcomer Career Academy

Gateway (Student Alternative Program)
Gateway (Student Alternative Program) Charter School

Heritage Academy
Heritage Academy Charter – *C/C*

Houston Can! Academy Charter
Houston Can! Academy Charter

Killeen ISD
Bell County Detention Center School

Killeen-Richard Milburn Charter
Killeen-Richard Milburn Alternative High School Charter

Nancy Ney Charter
Nancy Ney Charter School

One Stop Multiservice Charter
One Stop Multiservice Charter School

Paso Del Norte
Paso Del Norte Charter School

Positive Solutions Charter
Positive Solutions Charter School

Raven School
Raven Charter School

Raymondville ISD
Raymondville Instructional Center School

Roma ISD
Accelerated Learning Academy

San Antonio ISD
Adelante Academy

Sentry Technology Preparatory
Sentry Technology Preparatory Charter School

Southwest Preparatory
Southwest Preparatory Charter School

Technology Education Charter
Technology Education Charter High School

Texas Serenity Academy-Bayshore
Texas Serenity Academy-Bayshore Charter

Texas Serenity Academy
Texas Serenity Academy Charter

Transformative Charter Academy
Transformative Charter Academy

Ysleta ISD
Academy of Science and Technology
Cesar Chavez Academy

2001 Ratings

The list of school districts and charter schools that, with a few exceptions, will receive visits for accreditation review or desk audits during the 2001-2002 school year follows. For the most part, schools with consecutive years of low performance will participate in a hearing before the commissioner of education. Those not designated "ISD" are charter schools. Note the *Key to Symbols.*

Academically Unacceptable Districts

Hearne ISD *D – D/A*

Low-Performing Campuses

Academy of Beaumont Charter
Academy of Beaumont *T*

Academy of Houston Charter
Academy of Houston *2T*

Alphonso Crutch's-Life Support Center Charter
Alphonso Crutch's-Life Support Center *T*

American Academy of Excellence Charter
American Academy of Excellence *B*

Amigos Por Vida-Friends for Life Charter
Amigos Por Vida-Friends for Life *T*

Arlington ISD
Crow Elementary School *T*

Athens ISD
Athens High School *D – D/A*

Austin ISD
Blackshear Elementary School *T*
Dobie Middle School *3T*
Johnston High School *3D*
Oak Springs Elementary School *T*
Reagan High School *3D*

Caldwell ISD
Caldwell Alternative Education Program *T*

Comquest Academy Charter
Comquest Academy T

Corpus Christi ISD
Homebound Program T
Student Learning and Guidance Center T

Crockett ISD
Crockett Elementary School T

Dallas Advantage Charter
Dallas Advantage T

Dallas County Juvenile Justice Charter
Dallas County Juvenile Justice T

Dallas ISD
Ascher Silberstein Elementary School 2T
Buckner Academy 2T
Community Education Partnership T
David G. Burnet Elementary School 2T
Edward Titche Elementary School T
Lakewood Elementary School T
Margaret B. Henderson Elementary School T
Nancy Moseley Elementary School T
Nathaniel Hawthorne Elementary School T
Sam Houston Elementary School 2T

Denton ISD
Nelson Center T

Dickinson ISD
Dickinson High School D – D/A

Eagle Mt-Saginaw ISD
Highland Middle School T

Eden Park Academy Charter
Eden Park Academy 2T

Faith Family Academy of Oak Cliff Charter
Faith Family Academy of Oak Cliff 2T

Focus Learning Academy Charter
Focus Academy Learning T

Key to Symbols

2	indictates district/campus has been rated low for 2 consecutive years
3	indictates district/campus has been rated low for 3 consecutive years
D/A	indicates desk audit due to 1st year dropout only
C/C	indicates campus has been closed
D	indicates low rating due to dropout performance only
T	indicates low rating due to TAAS performance only
B	indicates low rating due to both dropout and TAAS performance

Fort Stockton ISD
Fort Stockton High School D – D/A

Fruit of Excellence Charter
Fruit of Excellence School T

Gabriel Tafolla Charter
Gabriel Tafolla School 2B

Galena Park ISD
High Point High School D – D/A

Galveston ISD
Galveston Alternative Center for Education T

George I. Sanchez Charter
George I. Sanchez High School D – D/A

Grand Prairie ISD
Sam Houston Elementary School T

Gulf Shores Academy Charter
Gulf Shores Academy T

Harris County Juvenile Justice Charter
Burnett-Bayland Home T
Harris County Juvenile Detention Center T
Harris County Youth Village T
Katy-Hockley Boot Camp T

Hearne ISD
Hearne High School D – D/A

Henderson ISD
Central Elementary School T
Chamberlain Elementary School T
Montgomery Elementary School T

Houston Advantage Charter
Houston Advantage T

Houston Heights Learning Academy Inc. Charter
Houston Heights Learning Academy T

Houston ISD
Grissom Elementary School T
Yates High School D – D/A

Huntsville ISD
Huntsville Discipline Alternative Campus T

Impact Charter
Impact Charter School T

Jacksonville ISD
Jacksonville Middle School T
Joe Wright Elementary School 2T

Jamie's House Charter
Jamie's House Charter School T

Jesse Jackson Academy Charter
Jesse Jackson Academy 2B

La Pryor ISD
- La Pryor Middle School *T*

Liberty ISD
- Liberty Middle School *T*

Lockhart ISD
- Camp Comanche *T*

Marfa ISD
- Redford Elementary School *T*

Marlin ISD
- Marlin Elementary School *T*

Midland Academy Charter
- Midland Advantage Charter School *T*

Midland ISD
- Washington Elementary School *T*

Northwest Mathematics, Science, and Language Academy Charter
- Northwest Mathematics, Science, and Language Academy *2T*

Nova Charter
- Nova Charter School *2T*

Pecos-Barstow-Toyah ISD
- Lamar Center Chapter 37 *T*

Pegasus Charter
- Pegasus Charter High School *T*

Prepared Table Charter
- Prepared Table Charter School *T*

Radiance Academy of Learning Charter
- Radiance Academy of Learning *T*
- Radiance Academy of Learning-West *T*

Rio Grande City CISD
- Rio Grande City High School *D – D/A*

Rylie Faith Family Academy Charter
- Rylie Faith Family Academy *2T*

San Antonio ISD
- Gonzales Achievement Center *T*
- Henry Carroll Elementary School *T*

School of Excellence in Education Charter
- Nehemiah Institute *T*

Shekinah "Radiance" Academy Charter
- Shekinah "Radiance" Academy *T*

Somerville ISD
- Somerville Elementary School *2T*

Tekoa Academy Charter
- Tekoa Academy *T*

Texarkana ISD
- Dunbar Elementary School *2T*
- Fifteenth Street Elementary School *T*

Tornillo ISD
- Tornillo Elementary School *T*
- Tornillo Middle School *2T*

Twenty-First Century Academy of Science and Technology Charter
- Twenty-First Century Academy of Science and Technology *T*

Tyler ISD
- John Tyler High School *D – D/A*

University Charter
- Miracle Farm *T*
- Settlement Home *T*

Valley High Charter
- Valley High School *2B*

Victoria ISD
- Juvenile Detention Center *T*

Wichita Falls ISD
- Wichita Falls High School *D – D/A*

Wilmer-Hutchins ISD
- Kennedy-Curry Middle School *2T*

Winona ISD
- Winona Elementary School *T*

Alternative Campuses Rated AE: *Needs Peer Review*

Alba-Golden ISD
- Alternative School

Bandera ISD
- Challenge High School

Blessed Sacrament Academy Charter
- Blessed Sacrament Academy *2*

Bronte ISD
- Juvenile Detention Center

Building Alternatives Charter
- Building Alternatives Charter School *2*

Coastal Bend Youth City Charter
- Coastal Bend Youth City Charter School

Copperas Cove ISD
- Crossroads

Corpus Christi ISD
- Alternative High School Center

Cotulla ISD
Cotulla Alternative School 2

Dallas ISD
Language Academy

Eagle Advantage Charter
Eagle Advantage School 2

Eagle Project (Abilene) Charter
Eagle Project (Abilene) Charter School

Eagle Project (Beaumont) Charter
Eagle Project (Beaumont) Charter School

Eagle Project (Brownsville) Charter
Eagle Project (Brownsville) Charter School

Eagle Project (Bryan) Charter
Eagle Project (Bryan) Charter School

Eagle Project (Dallas) Charter
Eagle Project (Dallas) Charter School

Eagle Project (Del Rio) Charter
Eagle Project (Del Rio) Charter School

Eagle Project (Fort Worth) Charter
Eagle Project (Fort Worth) Charter School

Eagle Project (Laredo II) Charter
Eagle Project (Laredo II) Charter School

Eagle Project (Lubbock) Charter
Eagle Project (Lubbock) Charter School

Eagle Project (Midland) Charter
Eagle Project (Midland) Charter School

Eagle Project (Pharr-McAllen) Charter
Eagle Project (Pharr-McAllen) Charter School

Eagle Project (San Antonio II) Charter
Eagle Project (San Antonio II) Charter School

Eagle Project (Texarkana) Charter
Eagle Project (Texarkana) Charter School

Eagle Project (Tyler) Charter
Eagle Project (Tyler) Charter School

Eagle Project (Waco) Charter
Eagle Project (Waco) Charter School

Edgewood ISD
Above and Beyond High School
Accelerated Learning School

Erath Excels Academy Inc. Charter
Erath Excels Academy Inc.

Fabens ISD
Fabens ALTA Program

Fort Worth ISD
Center for New Lives

Fredericksburg ISD
Alternative School

Gateway (Student Alternative Program Inc.) Charter
Gateway (Student Alternative Program Inc.) Charter School 2

Goose Creek ISD
Night School

Hawkins ISD
Lake Country Learning Center

Honors Academy Charter
Day Top Village/Dallas
Day Top Village/Pine Mountain
Destiny High School
East Fort Worth Montessori
Excel Academy
Legacy High School
Meridell Achievement Center
Millwood Academy
The Echelon
Y.W. High School

I Am That I Am Academy Charter
I Am That I Am Academy

Killeen-Richard Milburn Alternative High School Charter
Killeen-Richard Milburn Alternative High School 2

Lake Worth ISD
Anne Mansfield Sullivan Alternative High School

La Joya ISD
Alternative Center for Education

La Vega ISD
OPTIONS

Littlefield ISD
Bill Clayton Detention Center

Longview ISD
Meadow Pines Alternative Center

Lorena ISD
OPTIONS

Mesquite ISD
Mesquite Academy

Mid-Valley Academy Charter
Mid-Valley Academy

Paso Del Norte Charter
Paso Del Norte Charter School *2*

Quitman ISD
Wood County Alternative School

Raven School Charter
Raven School *2*

Roma ISD
Accelerated Learning Academy *2*

Sentry Technology Preparatory School Charter
Sentry Technology Preparatory School *2*

South Plains Charter
South Plains Charter School

South San Antonio ISD
Competency Based High School Alternative Education Program

Veribest ISD
Roy K. Rob Post Adjudication Center

Waco ISD
OPTIONS

West ISD
RBEC Opportunity Learning Center

Campuses Rated *Low Performing* (*LP*) and *Needs Peer Review* (*NPR*) (or vice versa) for Two or More Consecutive Years as of 2001 Ratings

Academy of Accelerated Learning, Inc. Charter School
Academy of Accelerated Learning High School *NPR/LP*

Austin ISD
Huston-Tillotson GED *LP/NPR/NPR*

Positive Solutions Charter School
Positive Solutions Charter School *NPR/LP*

Transformative Charter Academy
Transformative Charter Academy *NPR/LP*

Monitors, Masters, and Alternative Interventions

Texas Education Code §39.131 grants authority to the commissioner of education to take specific actions if a district does not satisfy accreditation criteria. Among these actions, the commissioner may: (1) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent; (2) appoint a master to oversee the operations of a district; or (3) appoint a management team to direct the operations of the district in areas of unacceptable performance.

As of October 2001, 3 school districts (Clarksville ISD, Dallas ISD, and North Forest ISD) and 2 charter schools (Eden Park Academy Charter School and Rylie Faith Family Academy Charter School) were assigned a monitor. Prepared Table Charter School and Yselta ISD were assigned masters. Because of improvement, monitors were removed from Kennard ISD, La Pryor ISD, Santa Maria ISD, Impact Charter School, Renaissance Charter School, and North Houston High School for Business Charter School. Masters were removed from All Saint's Academy Charter School and Heritage Academy Charter School. See Table 7.3 for a listing of the monitors, masters, and other interventions assigned by the commissioner to districts and charter schools experiencing problems from January 2000 through October 2001.

The Texas School Improvement Initiative targets for improvement those districts, campuses, and charter schools that do not satisfy the performance standards as defined by the commissioner. Performance standards are directly tied to the public education academic goals listed in the Texas Education Code §4.002.

Compliance with State Special Education Requirements

One of the major responsibilities of TEA is to ensure compliance by school districts and other local education agencies with the provisions of the federal law including the Individuals with Disabilities Education Act (IDEA), *20 U.S.C. §§1400 et seq.*, its implementing regulations, 34 C.F.R. §§300.1 *et seq.*, and applicable state laws and rules relating to special education.

Special Education Monitoring

TEA has developed and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. The monitoring system provides for ongoing analysis of district and charter school special education data and of complaints filed with TEA concerning special education services. Inspections and reviews of district and charter school programs and facilities are an essential component of the monitoring process. TEA uses the information obtained through its analysis of special education data and from the complaints management system to determine the appropriate schedule for and extent of its inspection and review activities.

Historical Summary. The current TEA special education monitoring system is based on a system devised in 1996. At that time, TEA developed a 6-year schedule for conducting an on-site visit to every school district in the state by the end of the 2001-2002 school year. That system was implemented as planned from 1996-97 through 1998-99.

Table 7.3 Monitors, Masters, and Alternative Interventions for January 2000 Through October 2001

Region	District	Change From	Change To	Date of Change
04	All Saint's Academy Charter School	Charter School	Charter School/Master Charter Returned/Master Removed	9/29/00 7/25/01
08	Clarksville ISD	Academically Acceptable	Academically Acceptable/Monitor	4/18/01
10	Dallas ISD	Academically Acceptable	Academically Acceptable /Monitor	2/10/00
13	Eden Park Academy Charter School	Charter School	Charter School/Monitor	4/28/00
11	Heritage Academy Charter School	Charter School	Charter School/Monitor Charter School/Master Charter School	4/17/00 9/01/00 11/03/00
04	Impact Charter School	Charter School	Charter School/Monitor Charter School	2/04/00 4/12/01
06	Kennard ISD	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	12/01/00 8/31/01
20	La Pryor ISD	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	3/15/99 8/08/01
04	North Forest ISD	Academically Acceptable	Academically Unacceptable: SAI/Monitor Academically Acceptable/Monitor	4/18/01 7/16/01
04	North Houston High School for Business Charter School	Charter School	Charter School/Monitor Charter School	11/15/00 9/06/01
04	Prepared Table Charter School	Charter School	Charter School/Master	11/17/00
10	Renaissance Charter School	Charter School	Charter School/Monitor Charter School	2/04/00 11/14/00
10	Rylie Faith Family Academy Charter School	Charter School	Charter School/Monitor	10/03/00
01	Santa Maria ISD	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	7/13/00 11/28/00
19	Sierra Blanca ISD	Academically Unacceptable	Academically Unacceptable/ ESC Technical Support Academically Acceptable/ ESC Technical Support	7/17/01 8/16/01
19	Ysleta ISD	Recognized	Recognized/Master	8/29/00

During the 1997-1998 school year, TEA began the development of a new system of analyzing district and charter school special education data and used that analysis to select districts and charter schools for on-site visits. TEA piloted that system with 15 school districts in spring 1999.

During the 1999-2000 and 2000-2001 school years, TEA implemented a dual system for identifying districts and charter schools for on-site special education monitoring reviews. Certain districts and charter schools were visited as planned under the 6-year cycle adopted in 1996. Another set of districts and charter schools were visited based on TEA's analysis of their special education data (the Data Analysis System or "DAS") and of information obtained from complaints filed with TEA concerning special education services.

Between 1999-2000 and 2000-2001, TEA made a number of revisions to the data elements included in the DAS. These revisions were designed to make the DAS a more valid and accurate system for analyzing district-level special education data. See Table 7.4 for a summary of the changes made to the DAS data elements between 1999-2000 and 2000-2001. Table 7.5 on page 93 contains the 10 DAS data elements for 2000-2001.

The On-Site Process. On-site evaluations of school district and charter school special education programs and services are conducted in accordance with the TEA District Effectiveness and Compliance (DEC) monitoring process. An on-site DEC review of a district's or charter school's special education program includes the following components:

1. A self-evaluation by the district.
2. Classroom observations by on-site monitors.
3. Staff interviews.
4. Case studies of selected students.
5. Reviews of a "purposeful sample" of student folders to evaluate compliance with federal and state special education requirements. The "purposeful sample" of student folders is selected based on criteria established by TEA to ensure that various ages, disability categories, and instructional service arrangements are represented in the student folders selected for review. The monitors review compliance with 36 identified indicators that measure compliance with special education requirements.
6. Roundtable discussions with parents of students with disabilities.

Special Education Compliance Status

The Texas Education Code (TEC) requires TEA to determine and report the special education compliance status (SpECS) of each school district and charter school in the state on an annual basis. For 2001, TEA determined the SpECS of each school district and charter school in accordance with the methodology described below. The SpECS of each school district and charter school is based upon information available to TEA as of August 15, 2001.

1. ***Desk Audit: Compliant***

In accordance with Section 29.010 of the TEC, TEA has adopted and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. TEA's monitoring system provides for the ongoing analysis of district special education data and of complaints filed with TEA concerning special education services. The analysis of data is conducted in accordance with TEA's Special Education Data Analysis System (DAS). During the 2000-2001 school year, TEA evaluated the results of DAS in September and a second time in January. On each occasion, TEA considered the DAS results as part of its process of selecting school districts and charter schools to receive a District Effectiveness and Compliance (DEC) on-site monitoring visit. ***Desk Audit: Compliant*** is the 2001 SpECS assigned to all districts and charter schools that were not selected to receive a DEC on-site visit during the 2001-2002 school year based on the DAS and that are not identified as having one of the following seven categories of SpECS.

2. ***Desk Audit: Self-Evaluation Required***

Based on its evaluation of the results of the DAS in September 2000, TEA selected certain school districts to participate in a self-evaluation of their special education programs in spring 2001. Each of these school districts reported having 20 or fewer special educa-

(Continued on page 93)

Table 7.4 Revisions Made to Data Analysis System (DAS) Data Elements Between 1999-2000 and 2000-2001

1999-2000 Data Element	Revisions Made for 2000-2001
1. District-level percentage of special education students relative to the state median (50th percentile) of special education students.	This data element was revised to include an analysis of both over- and under-representation of special education students within the district. The revision is based on the concern that under-representation is considered to be as much of a potential risk as over-representation.
2. District-level analysis of potential disproportionality of student populations served in special education identified by ethnicity, limited English proficiency, and economic disadvantage.	In 1999-2000, this data element combined the analysis of three important issues (potential disproportionate representation in special education by ethnicity, limited English proficiency, and economic disadvantage) into a single data element. For 2000-2001, this data element was "split" into three separate and distinct data elements: 1. a data element analyzing potential disproportionate representation in special education of students of five different ethnicities; 2. a data element analyzing potential disproportionate representation in special education of students with limited English proficiency; and 3. a data element analyzing potential disproportionate representation in special education by economically disadvantaged students. TEA also simplified the mathematical analysis conducted for each of the three new data elements. The use of the Chi-Square analysis was eliminated and for 2000-2001 risk points were assigned based on a 'difference score' between the percentage of special education students in a given category and the percentage of all students in the category. The use of the difference score analyses eased the complexity of the calculations in general and allowed districts to be able to analyze their own data more easily and effectively.
3. District-level percentages of special education students by disability category relative to the state median (50th percentile) by disability category.	In 1999-2000, this data element analyzed all 13 special education eligibility categories. In 8 of these categories, the numbers of students identified were extremely low. As a result, it was not possible to make useful comparisons of districts in these low incidence eligibility categories. For 2000-2001, this data element was revised to analyze only the 5 most prevalent disability categories: Other Health Impairment, Mental Retardation, Emotional Disturbance, Learning Disability, and Speech Impairment.
4. District-level placement percentages by instructional arrangement relative to the state average placement percentages.	Each year, the district ratio of students served in self-contained settings compared to mainstream and resource settings is calculated, as is the state ratio. This calculation is made in accordance with Section 42.151(j) of the Texas Education Code. The district ratio for each year is divided by the state ratio for that year. As provided in Section 42.151(j), a district that for two successive years maintains a ratio that is 25% higher than the state ratio shall be reviewed by TEA. Part of that review is the incorporation of this analysis as a data element in the DAS.
5. Percentage of special education students exempted (ARD) from the statewide assessment compared to the state median (50th percentile) for exemption rates for each section of the TAAS (reading, mathematics, writing).	In 1999-2000, this data element included an analysis of a district's exemption rate (by subject area of TAAS) and the degree to which that exemption rate changed from 1997-98 to 1998-99. For 2000-2001, this data element was simplified to analyze only the district exemption rate (by subject area of TAAS).

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Table 7.4 Revisions Made to Data Analysis System (DAS) Data Elements Between 1999-2000 and 2000-2001 (continued)

1999-2000 Data Element	Revisions Made for 2000-2001
6. District-level analysis of number of referrals or students with disabilities to alternative education programs and/or other alternative settings due to discretionary disciplinary incidents relative to the state median (50th percentile) of referral of non-special education students in Disciplinary Alternative Education Programs (DAEPs).	In 1999-2000, this data element utilized a Chi-Square analysis for determining significance of disproportionate referrals of special education students to alternative education programs. For 2000-2001, this data element was simplified. The Chi Square analysis was eliminated, and a 'difference score' methodology was implemented. The percentage of DAEP referrals for special education students was compared to the percentage of disciplinary referrals for all students for each district. Risk assignment was based on the relationship of the referrals of special education students compared to the referrals of all students. The use of the difference score made calculation efforts simpler and helped to enable districts to effectively analyze their own data.
7. District-level percentages of special education students that were reported as dropouts.	In 1999-2000, this data element evaluated a district based on the number of dropouts served in special education in 1998-99. For 2000-2001, this data element was revised to evaluate a district based on the percentage of official dropouts who were served in special education. This revision encouraged districts to focus on special education dropouts in relation to all district dropouts, not just on the raw number of special education dropouts.
8. District's pattern of complaints indicated by the agency's complaint findings (for and against the district) and due process hearing findings (for and against the district).	This data element was eliminated from the DAS data elements for 2000-2001. The language of TEC §29.010(a) (which was amended by the Texas Legislature in spring 1999) provides that TEA's monitoring system "must provide for the ongoing analysis of district special education data and of complaints filed with the agency concerning special education." For 2001-2001, a district could be selected to receive an on-site monitoring visit based on the DAS data elements or information obtained by TEA through its complaint management system. Specifically, a district was selected to receive an on-site monitoring visit if it met the following criteria: 1. Significant difficulty in obtaining district or charter school compliance with corrective actions resulting from one or more complaint investigations; 2. Substantiated allegations of serious procedural and other violations impacting the quality of decision-making for individual students over a significant period of time; 3. Substantiated allegations that impact a "class" of students (such as students placed at a separate campus); or 4. Substantiated allegations from multiple complainants involving a single district or charter school.
9. District's pattern for removing discrepancies relative to timeliness and implementation of appropriate corrective actions.	This data element was eliminated from the DAS data elements for 2000-2001. The decision to eliminate this data element was based on TEA's ongoing responsibility and authority under both state and federal law to conduct follow-up compliance visits as necessary to ensure district compliance with federal and state laws relating to special education. Therefore, the use of this data element as a factor in selecting a district to receive an "initial" compliance on-site visit (as opposed to a follow-up visit) appeared unnecessary.
10. Percentage of special education students passing the statewide assessment compared to state median (50th percentile) for passing rates for each section of the TAAS (reading, math, writing).	This data element was continued in 2000-2001. However, instead of comparing a district's TAAS passing rates in each subject area to the statewide median (as was done in 1999-2000), the district's passing rates were compared to the standards established used in the state's accountability system (i.e., 50% for acceptable).

(Continued from page 90)

tion students in their overall student enrollment. In order to ensure the alignment of these districts' self-evaluations with the DEC process, TEA postponed the completion of the district self-evaluations from spring 2001 to the 2001-2002 school year. ***Desk Audit: Self-Evaluation Required*** is the 2001 SpECS assigned to each school district that will be required to conduct a self-evaluation of its special education program during the 2001-2002 school year based on the September 2000 DAS results.

3. ***Desk Audit: Site Visit Pending***
This is the SpECS assigned to each school district and charter school selected to receive a DEC visit during the 2001-2002 school year based on either the September 2000 or January 2001 DAS results.

4. ***Site-Visit: Compliant***
This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2000-2001 school year and the report of the visit contained no special education citations.

5. ***Site-Visit: Corrective Action Compliant***
This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2000-2001 school year (based on special education compliance citations noted during an on-site monitoring visit by TEA) which resulted in a finding by TEA, on or before August 15, 2001, that the corrective actions were sufficient to bring the school district or charter school into compliance with federal and state laws relating to special education.

6. ***Site-Visit: Corrective Action Required (Under Review by TEA)***
This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2000-2001 school year (based on special education compliance citations noted during an on-site monitoring visit by TEA), whose corrective actions were still being reviewed for sufficiency by TEA as of August 15, 2001.

Table 7.5 Data Analysis System (DAS) Data Elements Analyzed for Selection of School Districts for On-site Monitoring Visits in 2000-2001

Number	*Data Element*
1.	District-level percentage of special education students relative to the state median (50th percentile) of special education students, identifying both over-representation and under-representation.
2.	District-level analysis of potential ethnic disproportion of student populations served in special education.
3.	District-level analysis of potential disproportion of students identified as limited English proficiency served in special education.
4.	District-level analysis of potential disproportion of students identified as economically disadvantaged served in special education.
5.	District-level percentages of special education students relative to the state median (50th percentile) by disability category.
6.	District-level placement percentages by instructional arrangement relative to the state average placement percentages.
7.	District-level analysis of TAAS passing rates of students served in special education for each subject area (reading, math, and writing) compared to the standards in the regular accountability system
8.	Percentage of special education students exempted from the statewide assessment compared to the state median (50th percentile) for exemption rates for each subject area of the TAAS (reading, math, writing).
9.	District-level analysis of potential disproportion of students served in special education referred to alternative education programs for disciplinary reasons.
10.	District-level percentage of potential disproportion of reported dropouts that were served in special education.

7. *Site-Visit: Corrective Action Required (Unresolved)*
This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2000-2001 school year (based on special education compliance citations noted during an on-site monitoring visit by TEA), which resulted in TEA notification to the district or charter school that (1) the corrective actions are unacceptable or insufficient to bring the district or charter school into compliance or (2) after conducting one or more TEA Corrective Action Review (CAR) follow-up visits to the district or charter school, it is determined that, as of August 15, 2001, citations still remain and corrective actions are not resolved.

8. *Sanctions Imposed*
This is the SpECS assigned to each school district and charter school for which one or more of the sanctions or interventions authorized by state law or rule have been imposed by TEA as a result of issues or concerns relating to the district's or charter school's special education program.

Table 7.6 summarizes the SpECS for school districts and charter schools for 2000-2001.

Noncompliance of Specific School Districts and Charter Schools

Section 39.182(a)(19) of the TEC requires TEA to provide as part of this Annual Report a list of each school district and charter school that is not in compliance with state special education requirements. The list is required to include the following information:

- the period of time for which the district or charter school has not been in compliance;
- the manner in which TEA considered the district's or charter school's failure to comply in determining the accreditation status of the district or charter school; and
- an explanation of the actions taken by the commissioner to ensure compliance and an evaluation of the results of those actions.

Since the provisions of Section 39.182(a)(19) of the TEC took effect as of September 1, 1999, the period of noncompliance for any district or charter school listed below is reported as of:

a. September 1, 1999; or
b. a date more recent than September 1, 1999, if TEA's determination of noncompliance is based on an on-site visit which occurred after September 1, 1999.

In the interest of completeness, included are all districts and charter schools with a 2001 SpECS of: *Sanctions Imposed; Site-Visit: Corrective Action Required (Unresolved); and Site-Visit: Corrective Action Required (Under Review by TEA).* A total of 177 districts are listed.

Sanctions Imposed (2 Districts)

Dallas ISD
(Out of Compliance since 9/1/1999)
On February 10, 2000, the commissioner exercised the authority granted to him under TEC §39.131 and appointed a special education monitor to Dallas ISD. This decision was based on Dallas ISD's systemic failure over an extended period of time to ensure that children with disabilities living in residential facilities in Dallas ISD were identified, evaluated, and appropriately served. Concerns in this area were originally noted by TEA following an on-site visit to Dallas ISD in March of 1997. After working with Dallas ISD for two years to develop and implement corrective actions (including a mandate to obtain technical assistance from Region X ESC in March, 1999), TEA conducted a follow-up on-site visit in October 1999. During that visit, TEA determined significant issues of noncompliance still existed. A special education monitor was appointed on February 10, 2000.

Since the appointment of the monitor, Dallas ISD has made significant progress in bringing its special education program into compliance with federal and state laws relating to special education. As reported in TEA's *2000 Comprehensive Biennial Report on Texas Public Schools*, on October 10, 2000, Dallas ISD was notified in a letter from the commissioner that its 2000 SpECS would be *Sanctions Imposed: Unresolved Corrective Actions.* Dallas ISD was also informed that if the district had not successfully demonstrated compliance with all federal and state laws relating to special education by March 1, 2001, the district's accreditation rating would be lowered to *Academically Unacceptable: Special Accreditation Investigation (SAI).* Lastly, the commissioner's letter of October 10, 2000 informed Dallas ISD that if it had not demonstrated significant progress toward correcting deficiencies in its special education program by March 1, 2001, the commissioner would review the role of the special education monitor assigned to the district and consider whether the role should be changed to a master to oversee the operation of the district's overall special education program.

Following an on-site visit to Dallas ISD by TEA staff in February 2001, the commissioner informed the district, by letter dated March 1, 2001, that TEA had elected to defer a decision regarding the impact of the district's compliance with federal and state special education laws upon the district's accreditation rating for an indefinite period of time. This decision was based on the significant progress Dallas ISD had demonstrated between September 2000 and March 2001 in bringing about the type of systemic changes that ultimately will be necessary in order for the district to be in compliance with respect to the provision of special education services to eligible children with disabilities. Although he determined that deferring a decision regarding the district's accreditation rating was appropriate as of March 1, 2001, the commissioner communicated to the district his ongoing concerns regarding the district's special education program. Because of these concerns, the commissioner specified a number of additional interventions that Dallas ISD would be required to implement including the following: the expansion of the role of the monitor to include all aspects of the district's special education program; the delegation of authority to the monitor to subcontract, at the district's expense, with individuals to assist the monitor in performing her duties; a requirement to hold a public hearing for the purpose of notifying the public of the district's continued non-compliance with special education; a requirement that the district commit to providing extensive training to teachers, campus administrators, and special education support staff regarding special education laws, rules, and regulations; and periodic visits to the district by TEA staff to review the district's progress and support the monitor's efforts.

By letter dated August 2, 2001, the commissioner informed Dallas ISD that TEA had elected to continue to defer a decision regarding the impact of the district's compliance with federal and state special education laws upon the district's accreditation rating. As stated in the commissioner's letter, this decision was based on the measurable and identifiable progress that Dallas ISD has made since September 2000 in addressing its issues relating to the provision of special education services to eligible students with disabilities. In particular, the commissioner noted his support for the recommendations made in the district's Texas School Performance Review (TSPR), which was released by the Texas Comptroller of Public Accounts on June 25, 2001. The commissioner also identified other specific accomplishments of the district, including: its decision to reorganize its central office staff to bring all aspects of special education services within the responsibility of a single department; its decision to relocate all special education staff to a single location; its provision of a significant amount of training to district personnel during May, June, and July; its plan for providing additional training during 2001-2002 and 2002-2003; and its planned acquisition or licensing of an automated special education tracking system,

Table 7.6 Special Education Compliance Status (SpECS) 2001

Status	Number	Percent
Desk Audit: Compliant	784	65.4%
Desk Audit: Self-Evaluation Required	12	1.0%
Desk Audit: Site Visit Pending	29	2.4%
Site-Visit: Compliant	16	1.3%
Site-Visit: Corrective Action Compliant	181	15.1%
Site-Visit: Corrective Action Required (Under Review by TEA)	169	14.1%
Site-Visit: Corrective Action Required (Unresolved)	6	0.5%
Sanctions Imposed	2	0.2%
Total	1,199	100.0%

which is anticipated to greatly enhance accountability for special education services across the district by allowing district personnel to tie student achievement to program participation and to individual service providers.

As of the date of this report, TEA is optimistic that the actions it has taken will be effective in bringing the district into full compliance with federal and state special education requirements.

Sierra Blanca ISD
(Out of Compliance since 11/13/2000)

On July 17, 2001, the commissioner exercised the authority granted by TEC §39.131 and required Sierra Blanca ISD to secure technical support from the Region XIX Education Service Center (ESC). This decision stemmed from an on-site monitoring visit to the district conducted by TEA during the week of November 13-17, 2000. The visit resulted from the rating of *Academically Unacceptable* that the district had earned in August 2000 based on its TAAS writing scores for all students. The visit included a review of all of the district's special programs (including special education), the district's financial operations, and the district's efforts to improve student performance.

The on-site monitoring team found Sierra Blanca ISD to be out of compliance with 69 indicators in the seven special program areas reviewed, an extremely high number of citations when compared to school districts across the state. The TEA team also found a lack of planning for special programs and a failure to develop strategies that could change the condition of low performance. Because of the high number of citations, the district's failure to submit adequate corrective actions, and the district's failure to adequately address program improvement in the district improvement plan, the commissioner required the district to secure technical support from Region XIX ESC. The commissioner also informed the district that it would receive a follow-up visit from TEA staff during the 2001-2002 school year.

As of the date of this report, TEA is optimistic that the actions it has taken with respect to Sierra Blanca ISD will be effective in bringing the district into full compliance with federal and state special education requirements.

Site Visit: Corrective Action Required (Unresolved)(6 Districts/Charter Schools)

District/Charter School	Out of Compliance Since
Academy of Beaumont	4/9/2001
Academy of Dallas	9/4/2000
Academy of Houston	3/5/2001
Academy of San Antonio	3/26/2001
Girls & Boys Preparatory Academy	9/1/1999
Wilmer-Hutchins ISD	9/1/1999

Each district and charter school assigned a 2001 SpECS of *Site-Visit: Corrective Action Required (Unresolved)* received an on-site visit during the 1998-99 or 1999-2000 school years. The period of time for which each district or charter school is considered to be out of compliance begins as of the date of the on-site visit or September 1, 1999, whichever date is more recent. As of August 15, 2001, the corrective action plans submitted by these districts and charter schools continue to be insufficient to bring the districts and charter schools into full compliance with federal and state special education laws.

Each district and charter school will be notified that the commissioner will consider any and all appropriate sanctions or interventions, as listed in TEC §39.075 or §89.1076 of Title 19 of the Texas Administrative Code, to bring the district or charter school into compliance. TEA is optimistic that any such actions taken will be effective in bringing these districts and charter schools into full compliance with federal and state special education requirements.

Compared to 2000, there has been a significant decrease in the number of districts and charter schools identified as having a SpECS of *Site-Visit: Corrective Action Required (Unresolved).* In 2000, 20 districts and charter schools received such a SpECS. In 2001, that number dropped to only six.

Site-Visit: Corrective Action Required (Under Review by TEA) (169 Districts/Charter Schools)

District/Charter School	Out of Compliance Since
A.W. Brown-Fellowship Charter School	9/4/2000
Academy of Skills and Knowledge	10/30/2000
Academy of Accelerated Learning	3/5/2001

District/Charter School	Out of Compliance Since
Alamo Heights ISD	10/16/2000
Alice ISD	11/27/2000
Alief Montessori Community School	3/5/2001
Alphonso Crutch's Life Support Center	3/5/2001
Alto ISD	4/9/2001
American Academy of Excellence	2/12/2001
Amigos Por Vida	2/5/2001
Anna ISD	12/6/1999
Aransas County ISD	11/13/2000
Aransas Pass ISD	11/13/2000
Arlington Classics Academy	9/25/2000
Arp ISD	10/9/2000
Austin ISD	9/1/1999
Ballinger ISD	11/13/2000
Balmorhea ISD	4/30/2001
Bay City ISD	9/1/1999
Benji's Special Education Academy	2/5/2001
Bosqueville ISD	10/16/2000
Brazos School for Inquiry	10/16/2000
Building Alternatives Charter School	3/19/2001
Burnham Wood Charter School	8/28/2000
Burton ISD	4/9/2001
Calvin Nelms Charter School	1/8/2001
Cameron ISD	4/30/2001
Career Plus Learning Academy	3/26/2001
Cedar Ridge Charter	11/27/2000
Children First Academy-Dallas	9/18/2000
Children First Academy-Houston	2/5/2001
Comquest Academy	4/9/2001
Corpus Christi-Richard Milburn	4/9/2001
Dallas Advantage Charter School	9/18/2000
Dallas Community Charter School	9/18/2000
Dallas County Juvenile Justice	1/8/2001
Deer Park ISD	11/27/2000
Dime Box ISD	9/25/2000
Donna ISD	1/22/2001
Eagle Advantage School	9/4/2000
Eagle Project (Abilene)	10/30/2000
Eagle Project (Beaumont)	4/9/2001
Eagle Project (Brownsville)	4/16/2001
Eagle Project (Bryan)	10/16/2000
Eagle Project (Dallas)	9/4/2000
Eagle Project (Del Rio)	10/9/2000
Eagle Project (Ft Worth)	9/25/2000
Eagle Project (Laredo)	4/30/2001
Eagle Project (Lubbock)	10/9/2000
Eagle Project (Midland)	10/16/2000
Eagle Project (Pharr-McAllen)	4/16/2001
Eagle Project (San Antonio)	3/26/2001
Eagle Project (Texarkana)	11/13/2000
Eagle Project (Tyler)	10/30/2000
Eagle Project (Waco)	11/27/2000
East Texas Charter H.S.	10/30/2000
Ed White School-Education	1/29/2001
Eden Park Academy	12/11/2000
Edgewood ISD	10/16/2000
Edinburg CISD	5/7/2001
El Paso ISD	9/25/2000
Encino School	4/30/2001
Faith Family Academy-Oak Cliff	9/18/2000
Fruit Of Excellence	12/11/2000
Gabriel Tafolla Charter School	4/30/2001
Gainesville ISD	6/28/2000
Galveston ISD	11/27/2000
Giddings ISD	9/25/2000
Greenwood ISD	8/28/2000
Guardian Angel Performance Academy	1/8/2001
Gulf Shores Academy	1/22/2001
Harlandale ISD	11/27/2000
Harlingen CISD	11/27/2000
Harris County Juvenile Justice	2/12/2001
Hawley ISD	8/28/2000
Heights Charter School	2/5/2001
Higgs Carter King G/T	3/19/2001
Honors Academy	12/11/2000
Houston Advantage Charter School	2/12/2001
Houston Can Academy Charter School	2/12/2001
Houston H.S. For Business	1/29/2001
Houston ISD	2/5/2001
I Am That I Am Academy	8/28/2000
Impact Charter School	2/12/2001
Jamie's House Charter School	1/8/2001
Jean Massieu Academy	9/25/2000
Jesse Jackson Academy	1/8/2001
John H. Wood Charter School	3/26/2001
Judson ISD	11/27/2000
Katherine Anne Porter	11/13/2000
Kemp ISD	11/13/2000
Kendleton ISD	12/4/2000
Kenny Dorham School for the Performing Arts	11/13/2000
Kilgore ISD	11/27/2000
Killeen ISD	10/30/2000
Killeen-Richard Milburn	11/27/2000
Kipp Inc. Charter School	2/5/2001
La Gloria ISD	8/28/2000
La Marque ISD	9/25/2000
Lexington ISD	9/25/2000
Lometa ISD	4/30/2001
Lubbock-Richard Milburn Alternative H.S.	10/9/2000
Mainland Preparatory Academy	5/7/2001
Midland Advantage Charter School	10/16/2000
Midland-Richard Milburn Alternative H.S.	10/9/2000
Mid-Valley Academy	4/30/2001
Mirando City ISD	1/6/2001
Nancy Ney Charter School	11/13/2000
New Caney ISD	10/9/2000
New Frontiers Charter School	3/19/2001
North East ISD	12/11/2000
North Forest ISD	10/30/2000
NOVA	8/28/2000
N.W. Mathematics Science & Language Academy	1/22/2001
NYOS Charter School	12/11/2000
Odyssey Academy Inc.	5/7/2001
Paso Del Norte	8/28/2000
Pharr-San Juan-Alamo ISD	10/16/2000
Pineywoods Community Academy	10/16/2000
Plano ISD	10/2/2000
Port Aransas ISD	4/30/2001
Port Arthur ISD	4/9/2001
Positive Solutions Charter School	3/19/2001

District/Charter School	Out of Compliance Since
Prepared Table	1/8/2001
Radiance Academy of Learning	3/19/2001
Rapoport Charter School	11/27/2000
Raven School	8/16/2000
Rise Academy	10/9/2000
Rylie Faith Family Academy	9/4/2000
Sabine Pass ISD	4/9/2001
San Antonio ISD	10/9/2000
San Diego ISD	3/19/2001
School of Excellence	3/19/2001
Seguin ISD	10/30/2000
Sentry Technology Preparatory School	4/16/2001
Shekinah Radiance Academy	3/26/2001
Sherman ISD	9/25/2000
South Plains	10/9/2000
South San Antonio ISD	11/13/2000
Southside ISD	11/27/2000
Southwest High School	2/5/2001
Southwest ISD	11/27/2000
Southwest Preparatory	3/19/2001
Spring Branch ISD	10/16/2000
Spurger ISD	9/11/2000
Stanton ISD	8/28/2000
Star Charter School	12/11/2000
Technology Education Charter School	4/16/2001
Tekoa Academy	5/7/2001
Texas Serenity Academy-Bayshore	4/9/2001
Texas Serenity Academy	3/5/2001
Theresa B. Lee Academy	9/25/2000
Timpson ISD	4/30/2001
TOVAS-Tactile Oral Visual	11/27/2000
Transformative Charter Academy	11/27/2000
Treetops School International	9/25/2000
Two Dimensions Prep Academy	1/22/2001
Universal Academy	8/28/2000
University Charter School	11/13/2000
Valley High	4/6/2001
Varnett Charter	1/22/2001
Warren ISD	9/11/2001
Wa-Set Preparatory Academy	1/22/2001
Waxahachie Faith Family	8/28/2000
Weimar ISD	10/20/2000
Wellington ISD	4/30/2001
White Deer ISD	4/30/2001
Winters ISD	11/27/2000
Yantis ISD	9/11/2000
YES College Preparatory School	5/7/2001

Each district and charter school assigned a 2000 SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)* received an on-site visit during the 1999-2000 or 2000-2001 school years. The period of time for which each district or charter school is considered to be out of compliance begins as of the date of the on-site visit or September 1, 1999, whichever date is more recent.

For each district or charter school identified as having a 2001 SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)*, it is important to note that the district or charter school has submitted to TEA a corrective action plan for addressing compliance citations noted by TEA as a result of the on-site visit. TEA staff is currently in the process of reviewing these corrective action plans. TEA anticipates that in the majority of cases, the corrective action plans submitted by these districts and charter schools will be sufficient to bring the districts and charter schools into compliance with federal and state special education laws.

Compared to 2000, there has been an increase in the number of districts and charter schools identified as having a SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA).* This increase is attributable, primarily, to the fact that TEA conducted more on-site monitoring visits to districts and charter schools in 2000-2001 than in 1999-2000. In 1999-2000, TEA conducted DEC visits to 139 districts and initial on-site monitoring visits to 4 charter schools, for a total of 143 visits. In 2000-2001, TEA conducted DEC visits to 123 districts and initial on-site monitoring visits to 125 charter schools, for a total of 248 visits. The significant increase in the number of initial on-site monitoring visits to charter schools is attributable to a change in TEA's procedures regarding monitoring of charter schools. Prior to 2000-2001, TEA conducted initial on-site monitoring visits to charter schools during their third year of operation. Beginning with the 2000-2001 school year, TEA determined that it would be appropriate to conduct an initial on-site monitoring visit to each charter school during its second year of operation. As a result, during the 2000-2001 school year, TEA conducted initial on-site monitoring visits to all charter schools in their third year of operation and all charter schools in their second year of operation.

2001 SpECS of Districts and Charters with 2000 Ratings That Indicated Some Resolution was Needed

Districts with a 2000 SpECS of *Sanctions Imposed: Unresolved Corrective Actions*

La Pryor ISD

On March 15, 1999, the commissioner exercised the authority granted by TEC §39.131 and appointed a special education monitor to La Pryor ISD. This decision was based on La Pryor ISD's repeated failure to submit documentation of follow-up actions needed to correct certain areas of noncompliance originally identified by TEA during an on-site DEC visit to the district in December 1996.

In a letter from the commissioner dated October 10, 2000, La Pryor ISD was notified that its 2000 SpECS would be *Sanctions Imposed: Unresolved Corrective Actions*. In addition, La Pryor ISD was informed that if the district had not successfully demonstrated compliance with all federal and state laws relating to special education by March 1, 2001, the district's accreditation rating would be lowered to *Academically Unacceptable: Special Accreditation Investigation (SAI)*. In addition to the foregoing, La Pryor ISD was informed by the commissioner's October 10, 2000 letter that if it had not demonstrated significant progress toward correcting deficiencies in its special education program by March 1, 2001, the commissioner would review the role of the special education monitor assigned to the district and consider whether the role should be changed to a master to oversee the operation of the district's overall special education program.

Because of concerns relating to the district's governance and financial condition, in addition to its special education program, the commissioner, on January 12, 2001, appointed an all-purpose monitor to guide the actions of the board of trustees and the superintendent in all aspects of the school district's operation. With the appointment of the all-purpose monitor in January, the commissioner notified La Pryor ISD, by letter dated March 1, 2001, that he was deferring indefinitely a decision regarding the impact of the district's compliance with federal and state special education laws upon the district's accreditation status.

By letter dated August 8, 2001, the commissioner informed La Pryor ISD that he was removing the monitor from the district. This decision was based on the substantial progress made by the district in correcting special education compliance issues, school governance problems, and financial shortages. As of the date of this report, TEA believes that all findings of noncompliance have either been corrected or have been addressed by actions sufficient to bring about compliance. Therefore, the 2001 SpECS of La Pryor ISD is *Site Visit: Corrective Action Compliant.*

Districts with a 2000 SpECS of *Site-Visit: Corrective Action Required (Unresolved)*

In 2000, a total of 20 school districts and charter schools received a SpECS of *Site-Visit: Corrective Actions Required (Unresolved)*. Of these 20 districts and charter schools, a total of 12 (60.0%) have been assigned a 2001 SpECS of *Site-Visit: Corrective Action Compliant*. The 2001 SpECS for each of these 20 districts are summarized below.

2001 SpECS of Districts and Charter Schools with a 2000 SpECS of *Site-Visit: Corrective Action Required (Unresolved)*

District/Charter School with 2001 SpECS

Austin ISD
Site-Visit: Corrective Action Required (Under Review)

Beaumont ISD
Site-Visit: Corrective Action Compliant

Blessed Sacrament Academy
Site-Visit: Corrective Action Compliant

Building Alternatives Charter
Site-Visit: Corrective Action Required (Under Review)

Corpus Christi ISD
Desk Audit: Site-Visit Pending

Edgewood ISD
Site-Visit: Corrective Action Required (Under Review)

Fort Hancock ISD
Site-Visit: Corrective Action Compliant

Girls & Boys Prep Academy
Site-Visit: Corrective Action Required (Unresolved)

Medical Center Charter
Site-Visit: Corrective Action Compliant

District/Charter School with 2001 SpECS

Milano ISD
Site-Visit: Corrective Action Compliant

Nordheim ISD
Site-Visit: Corrective Action Compliant

One Stop Multiservice Charter
Site-Visit: Corrective Action Compliant

Port Arthur ISD
Site-Visit: Corrective Action Required (Under Review)

R. Yzaguirre School for Success
Site-Visit: Corrective Action Compliant

Timpson ISD
Site-Visit: Corrective Action Required (Under Review)

United ISD
Site-Visit: Corrective Action Compliant

University of Houston Charter
Site-Visit: Corrective Action Compliant

Waco Charter
Site-Visit: Corrective Action Compliant

West Houston Charter School
Desk Audit: Site-Visit Pending

White Settlement ISD
Site-Visit: Corrective Action Compliant

Districts with a 2000 SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)*

In 2000, a total of 129 school districts and charter schools received a SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)*. Of these 129 districts and charter schools, a total of 116 (89.9%) have been assigned a 2001 SpECS of *Site-Visit: Corrective Action Compliant*. The listing below summarizes the 2001 SpECS for each of these districts.

2001 SpECS of Districts with a 2000 SpECS of *Site-Visit: Corrective Actions Required (Under Review by TEA)*

District/Charter School with 2001 SpECS

Academy of Beaumont
Site-Visit: Corrective Action Required (Unresolved)

Academy of Dallas
Site-Visit: Corrective Action Required (Unresolved)

Academy of Houston
Site-Visit: Corrective Action Required (Unresolved)

Academy of San Antonio
Site-Visit: Corrective Action Required (Unresolved)

Adrian ISD
Site-Visit: Corrective Action Compliant

Aldine ISD
Site-Visit: Corrective Action Compliant

District/Charter School with 2001 SpECS

Amherst ISD
Site-Visit: Corrective Action Compliant

Anna ISD
Site-Visit: Corrective Action Required (Under Review by TEA)

Arlington ISD
Site-Visit: Corrective Action Compliant

Atlanta ISD
Site-Visit: Corrective Action Compliant

Austwell-Tivoli ISD
Site-Visit: Corrective Action Compliant

Avinger ISD
Site-Visit: Corrective Action Compliant

Axtell ISD
Site-Visit: Corrective Action Compliant

Bastrop ISD
Site-Visit: Corrective Action Compliant

Beeville ISD
Site-Visit: Corrective Action Compliant

Blanco ISD
Site-Visit: Corrective Action Compliant

Bloomburg ISD
Site-Visit: Corrective Action Compliant

Bloomington ISD
Site-Visit: Corrective Action Compliant

Blue Ridge ISD
Site-Visit: Corrective Action Compliant

Brady ISD
Site-Visit: Corrective Action Compliant

Brooks County ISD
Site-Visit: Corrective Action Compliant

Brownsboro ISD
Site-Visit: Corrective Action Compliant

Bruceville-Eddy ISD
Site-Visit: Corrective Action Compliant

Buena Vista ISD
Site-Visit: Corrective Action Compliant

Burnet Cons ISD
Site-Visit: Corrective Action Compliant

Bushland ISD
Site-Visit: Corrective Action Compliant

Carrollton-Farmers Branch ISD
Site-Visit: Corrective Action Compliant

Celina ISD
Site-Visit: Corrective Action Compliant

Cherokee ISD
Site-Visit: Corrective Action Compliant

Chilton ISD
Site-Visit: Corrective Action Compliant

China Spring ISD
Site-Visit: Corrective Action Compliant

Clarksville ISD
Site-Visit: Corrective Action Compliant

District/Charter School with 2001 SpECS

Community ISD
Site-Visit: Corrective Action Compliant

Conroe ISD
Site-Visit: Corrective Action Compliant

Coolidge ISD
Site-Visit: Corrective Action Compliant

Cotton Center ISD
Site-Visit: Corrective Action Compliant

Cross Roads ISD
Site-Visit: Corrective Action Compliant

Edcouch-Elsa ISD
Site-Visit: Corrective Action Compliant

Elgin ISD
Site-Visit: Corrective Action Compliant

Elysian Fields ISD
Site-Visit: Corrective Action Compliant

Eustace ISD
Site-Visit: Corrective Action Compliant

Falls City ISD
Site-Visit: Corrective Action Compliant

Fannindel ISD
Site-Visit: Corrective Action Compliant

Farmersville ISD
Site-Visit: Corrective Action Compliant

Frisco ISD
Site-Visit: Corrective Action Compliant

Georgetown ISD
Site-Visit: Corrective Action Compliant

Glen Rose ISD
Site-Visit: Corrective Action Compliant

Goliad ISD
Site-Visit: Corrective Action Compliant

Goodrich ISD
Site-Visit: Corrective Action Compliant

Goose Creek ISD
Site-Visit: Corrective Action Compliant

Grapeland ISD
Site-Visit: Corrective Action Compliant

Groesbeck ISD
Site-Visit: Corrective Action Compliant

Hallsburg ISD
Site-Visit: Corrective Action Compliant

Hallsville ISD
Desk Audit: Compliant

Houston ISD
Site-Visit: Corrective Action Required (Under Review by TEA)

Huffman ISD
Site-Visit: Corrective Action Compliant

Hughes Springs ISD
Site-Visit: Corrective Action Compliant

Iraan-Sheffield ISD
Site-Visit: Corrective Action Compliant

District/Charter School with 2001 SpECS

Jasper ISD
Site-Visit: Compliant

Jourdanton ISD
Site-Visit: Corrective Action Compliant

Karnack ISD
Site-Visit: Corrective Action Compliant

Karnes City ISD
Site-Visit: Corrective Action Compliant

Kenedy ISD
Site-Visit: Corrective Action Compliant

Kirbyville CISD
Site-Visit: Corrective Action Compliant

La Villa ISD
Site-Visit: Corrective Action Compliant

Lapoynor ISD
Site-Visit: Corrective Action Compliant

Laredo ISD
Site-Visit: Corrective Action Compliant

Liberty-Eylau ISD
Site-Visit: Corrective Action Compliant

Linden-Kildare Cons ISD
Site-Visit: Corrective Action Compliant

Lipan ISD
Site-Visit: Corrective Action Compliant

Littlefield ISD
Site-Visit: Corrective Action Compliant

Livingston ISD
Site-Visit: Corrective Action Compliant

Lockhart ISD
Site-Visit: Corrective Action Compliant

Lohn ISD
Site-Visit: Corrective Action Compliant

Longview ISD
Site-Visit: Corrective Action Compliant

Lorena ISD
Site-Visit: Corrective Action Compliant

Malakoff ISD
Site-Visit: Corrective Action Compliant

Marlin ISD
Site-Visit: Corrective Action Compliant

Mart ISD
Site-Visit: Corrective Action Compliant

McCamey ISD
Site-Visit: Corrective Action Compliant

McLeod ISD
Site-Visit: Corrective Action Compliant

Melissa ISD
Site-Visit: Corrective Action Compliant

Memphis ISD
Site-Visit: Corrective Action Compliant

Mexia ISD
Site-Visit: Corrective Action Compliant

District/Charter School with 2001 SpECS

Midlothian ISD
Site-Visit: Corrective Action Compliant

Monte Alto ISD
Site-Visit: Corrective Action Compliant

Morgan ISD
Site-Visit: Corrective Action Compliant

Muleshoe ISD
Site-Visit: Corrective Action Compliant

Murchison ISD
Site-Visit: Corrective Action Compliant

Navasota ISD
Site-Visit: Corrective Action Compliant

Perrin-Whitt CISD
Site-Visit: Corrective Action Compliant

Prosper ISD
Site-Visit: Corrective Action Compliant

Rankin ISD
Site-Visit: Corrective Action Compliant

Red Oak ISD
Site-Visit: Corrective Action Compliant

Refugio ISD
Site-Visit: Corrective Action Compliant

Richland Springs ISD
Site-Visit: Corrective Action Compliant

Riesel ISD
Site-Visit: Corrective Action Compliant

Rio Grande City CISD
Desk Audit: Compliant

Rochelle ISD
Site-Visit: Corrective Action Compliant

Rocksprings ISD
Site-Visit: Corrective Action Compliant

Roma ISD
Desk Audit: Site-Visit Pending

Rosebud-Lott ISD
Site-Visit: Corrective Action Compliant

Royal ISD
Site-Visit: Corrective Action Compliant

Runge ISD
Site-Visit: Corrective Action Compliant

San Marcos CISD
Site-Visit: Corrective Action Compliant

San Saba ISD
Site-Visit: Corrective Action Compliant

Schleicher ISD
Site-Visit: Corrective Action Compliant

Silsbee ISD
Site-Visit: Corrective Action Compliant

Slidell ISD
Site-Visit: Corrective Action Compliant

Slocum ISD
Site-Visit: Corrective Action Compliant

District/Charter School with 2001 SpECS

Snyder ISD
Site-Visit: Corrective Action Compliant

Southside ISD
Site-Visit: Corrective Action Required (Under Review by TEA)

Spade ISD
Site-Visit: Corrective Action Compliant

Springlake-Earth ISD
Site-Visit: Corrective Action Compliant

Sudan ISD
Site-Visit: Corrective Action Compliant

Tenaha ISD
Site-Visit: Corrective Action Compliant

Tolar ISD
Site-Visit: Corrective Action Compliant

Tornillo ISD
Site-Visit: Corrective Action Compliant

Trinidad ISD
Site-Visit: Corrective Action Compliant

Tulia ISD
Site-Visit: Corrective Action Compliant

Vega ISD
Site-Visit: Corrective Action Compliant

Victoria ISD
Site-Visit: Compliant

Walcott ISD
Site-Visit: Corrective Action Compliant

West ISD
Site-Visit: Corrective Action Compliant

Westphalia ISD
Site-Visit: Corrective Action Compliant

Wildorado ISD
Site-Visit: Corrective Action Compliant

Wilmer-Hutchins ISD
Site-Visit: Corrective Action Required (Unresolved)

Woodsboro ISD
Site-Visit: Corrective Action Compliant

Wylie ISD
Site-Visit: Corrective Action Compliant

Agency Contact Persons

For information on accountability ratings, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701.

For information on intervention and state special education accountability requirements, Karen Case, Associate Commissioner for Quality, Compliance, and Accountability Reviews, (512) 463-8998.

Other Sources of Information

For an explanation of the accountability system, see the *2001 Accountability Manual for Texas Public Schools and School Districts,* published by the Division of Performance Reporting, Department of Accountability Reporting and Research. The *2001 Accountability Manual* is also available online at www.tea.state.tx.us/perfreport/. The *2002 Alternative Education Accountability Manual,* published by the Division of Accountability Development and Support, Department of Quality, Compliance, and Accountability Reviews, provides the most current information regarding procedures for rating alternative campuses.

For the most current information on accreditation interventions and sanctions, see *Status Report on the Accreditation, Interventions, and Sanctions of School Districts and Charter Schools* included in the agenda for each State Board of Education meeting.

Reference Guide, Part I, District Effectiveness and Compliance (published each school year).

Reference Guide, Part II, District Effectiveness and Compliance, Special Education (published each school year).

Reference Guide, Part III, Career and Technology Education Compliance Review (Civil Rights) 2001-02 (published each school year).

Special Education Operating Guidelines (SPEDOG) Manual 2001-2002 (published each school year).

Accountability Procedures Manual for On-Site Evaluations 2001-2002 (published each school year).

Program Analysis System and Special Education Data Analysis System: Methodology for Analyzing Data Elements 2002-2003 School Year (published each school year).

8. Status of the Curriculum

Since the adoption of a statewide curriculum—the essential elements—in 1984, Texas has continued to increase the rigor of student knowledge and skills and raise the standards of student achievement. A new curriculum, the Texas Essential Knowledge and Skills (TEKS), codified in the Texas Administrative Code (TAC) Title 19 Chapters 110–128, became effective in all content areas and grade levels on September 1, 1998. The TEKS replaced 19 TAC Chapter 75 Curriculum, Subchapters B-D, which contained the essential elements. The State Board of Education (SBOE) repealed the essential elements in May 1998. The state continues to promote rigorous and high standards by:

- facilitating the implementation of the TEKS in all classrooms in the state;
- adopting textbooks aligned to the TEKS;
- aligning the statewide assessment to the TEKS; and
- aligning the graduation requirements to the new statewide assessment to be implemented in 2003.

By law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required for use in instruction and statewide assessment. Those in the enrichment areas are to be used to guide instruction. The TEKS have been widely distributed to assist schools in implementing the TEKS and making them accessible to the public. Related professional development on TEKS implementation has been and continues to be available from many sources.

Distribution of the TEKS

The agency distributed a printed copy and a CD-ROM containing the TEKS to every school district and campus office, Education Service Center (ESC), institution of higher education, and appropriate professional association. The TEKS are also available on the agency web site. The agency also distributed informational brochures in English and Spanish about the TEKS in the foundation areas for Kindergarten through Grade 5 to all school districts to be shared with parents of elementary school students. The TEKS are available for purchase in print and on CD-ROM.

Professional Development in the TEKS

The implementation of the TEKS in classrooms, replacing the essential elements that had been in effect since the 1985–86 school year, required significant preparation of teachers and other educators who raised standards, revised lesson plans, and made other adjustments. To accomplish this task, the Centers for Educator Development (CEDs) in the foundation curriculum areas and in the enrichment curriculum areas have developed and disseminated supporting materials and provided training. For example, the "TEKS for Leaders" series of seminars for district and campus administrators provides an in-depth introduction to the TEKS and methods for supporting and monitoring their implementation in the classroom. Many of the centers have established web sites that maintain a common navigational system enabling teachers and administrators easy access to current information and materials that support the TEKS and other aspects of their respective programs. All of the CED web sites are linked to the Division of Curriculum and Professional Development home page on the TEA web site. ESCs also provide extensive training in the TEKS to the districts. In addition, materials for areas in which textbooks are not yet adopted are available for teachers to use.

The Texas Essential Knowledge and Skills in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation. Through listening, speaking, reading, writing, viewing, and representing, Texas students use their skills in reading and language arts in purposeful ways. Texas students at all grade levels are asked to inquire into important subject areas, to make connections across books and content, to evaluate others' work as well as their own, to synthesize information gleaned from text and talk, and to produce their own error-free texts and visual representations.

The curriculum continues to emphasize an integrated approach to reading instruction. Students learning to read are assessed for their ability to segment and manipulate phonemes in spoken language as well as their ability to understand the relationship between letters and sounds. Instruction in the area of word identification is balanced with such comprehension strategies as predicting, self-monitoring, and rereading. Students learn these skills in literature-rich classrooms.

Textbook adoptions in 1999-2000 and 2000-01 included language arts and reading for Grades K–5, literature for Grades 6–12, language arts and composition for Grades 2–12, and all the English language arts electives. These textbooks reflect the integration of the language arts (listening, speaking, reading, written composition, handwriting, spelling, and mechanics of writing) as well as an integrated approach to reading. The introduction to the English Language Arts TEKS explains this philosophy.

TEA has continued using federal grant money to fund the Texas Center for Reading and Language Arts (TCRLA) at the University of Texas at Austin. The center provides professional development, instructional materials, and student assessment measures aligned with the TEKS. The TCRLA has developed professional development guides focusing on reading in the content areas. In addition, the center developed the "red book series", a set of five color-coded booklets on various aspects of the reading process. A sixth booklet on dyslexia is currently being developed. The center, in collaboration with agency staff, has developed training materials and trained ESC trainers for the Second Grade Teacher Reading Academies.

All ESCs have designated reading liaisons and dyslexia contact persons. The reading liaisons work closely with the TCRLA, the Center for Academic and Reading Skills (CARS), the Statewide Initiatives Division at ESC Region XIII in Austin, the Reading and Language Arts Division at ESC Region IV in Houston, and the Dyslexia Center at ESC Region X in Richardson. Professional development institutes in reading, developed by TCRLA and CARS and delivered through a statewide network of master trainers, enable these reading liaisons to help districts implement the TEKS, as well as the State Reading Initiative. Dyslexia contact staff collaborates with statewide dyslexia coordinators at ESC Region X. Through professional development efforts led by staff at ESC Region X, the dyslexia contact staff members are able to provide information and training throughout the state.

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in Grades Prekindergarten–12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 93 percent of homes where English is not the primary language. Other frequently reported primary student languages are Vietnamese, Cambodian, Laotian, Chinese, Korean, Japanese, French, and German. In 2000-01, 570,603 LEP students were identified in Texas.

Bilingual education and ESL programs seek to ensure that LEP students learn English and succeed academically in school. Students participating in these programs are provided linguistically appropriate instruction. Instruction is cognitively appropriate in that creativity, problem solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language that students understand.

The TEKS for Spanish Language Arts (SLA) and ESL are based on the principle that second language learners should be expected to achieve the same high academic standards as native English speakers. To demonstrate that students receiving instruction in SLA or ESL are learning the same knowledge and skills as students enrolled in English Language Arts, the SLA/ESL TEKS are placed side-by-side with the TEKS for English Language Arts and Reading in the TAC.

Since the adoption of the SLA and ESL TEKS, the agency has developed, in collaboration with ESC Region IV in Houston, two implementation guides. These guides, entitled *Bilingual/ESL TEKS - Elementary Professional Development Manual* and *Bilingual/ESL TEKS - Secondary Professional Development Manual*, explain the structure and content of the SLA/ESL TEKS document, and provide guidance on how to develop curriculum and lessons. Videotapes showing teachers implementing lessons and using different strategies to teach concepts in a variety of classroom environments were also developed and disseminated to districts statewide.

In July 1999—again in collaboration with ESC Region IV—the agency produced professional development guides to help bilingual, ESL, and content area teachers whose classes include LEP students implement the TEKS in mathematics, science, and social studies. The *Elementary Professional Development Manual* provided resources for teaching the content area TEKS in Spanish within the context of bilingual education programs. It also provided resources and strategies for teaching these subjects using ESL and sheltered English approaches within the context of ESL programs or in mainstream classes with LEP students. The *Secondary Professional Development Manual* provided ESL approaches for instruction in middle and high school. A third professional development guide was created to help high school ESL teachers understand and implement the TEKS English I and English II for Speakers of Other Languages. As with the previous training materials, videos showing teachers implementing these strategies were also produced and disseminated statewide.

During the 2000-01 school year, two professional development guides were produced in collaboration with ESC Region IV. *Enhancing Instruction for Second Language Learners* resulted from a statewide need to enhance the acquisition of the TEKS by immigrant students and to increase their academic success on Texas Assessment of Academic Skills (TAAS). The guide provides resources for teachers in literacy development for bilingual/ESL students in Grades 3-8. *LEER MAS: Lectura y Escritura en Español con Recursos, Materiales, Apoyo y Sugerencias* was developed to provide training materials as an extension of the Texas Teacher Reading Academy for the bilingual classroom. The guide provides additional Spanish resources to help implement the Prekindergarten Guidelines, Kindergarten and First Grade Teacher Reading Academies and to align curriculum with assessment in Prekindergarten through first grade. Additional materials include videos of reading instruction in bilingual classrooms, parent training materials in English and in Spanish, and a CD-ROM.

Also in collaboration with ESC Region IV, the Texas Center for Bilingual/ESL Education web site was created to support the SLA/ESL and content area TEKS in classrooms with English language learners. The web site links users to the SLA and ESL TEKS and provides access to training manuals as well as information on professional development, program development, instruction and assessment, data and research, and legal and administrative rules.

The Governor's Reading Initiative

In January 1996, Governor Bush challenged Texans to focus on the most basic of education goals—teaching children to read. The goal the governor set for the state was that all students should be able to read on grade level or higher by the end of third grade and continue to read on grade level or higher throughout their schooling. The agency, in collaboration with the State Board for Educator Certification (SBEC), ESCs, school districts, and teacher education programs, has undertaken a multifaceted effort aimed at providing resources and knowledge to educators as they undertake the task of teaching children to read.

Defining Good Practice. The first step was to clearly identify common ground on reading issues among the diverse range of agencies and organizations in the state with professional educational interest in, and perspectives on, reading. In the spring of 1996, the governor assembled representatives from various organizations to try to reach consensus on issues of good reading practice. These educators developed a set of basic principles for a balanced and comprehensive approach to reading instruction. These principles were published and distributed statewide in a brief pamphlet entitled *Good Practice: Implications for Reading Instruction–A Consensus Document of Texas Literacy Professional Organizations.*

Components of Effective Reading Programs. Building on the consensus statement, agency staff began reviewing the large volume of scientific research on reading in an effort to identify critical components of reading instruction. The resulting booklet titled *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program* serves as a guide for administrators and teachers on implementing effective reading programs. The booklet describes 12 essential components of effective beginning reading programs. In addition to the 12 essential components, *Beginning Reading Instruction* also describes features of classrooms and campuses that support effective beginning reading instruction.

Early Reading Assessment. TEC §28.006, enacted by the 75th Texas Legislature, requires school districts to measure the reading skills and comprehension development of students in Kindergarten and Grades 1 and 2 beginning with the 1998–99 school year. Collecting data early in the process allows educators to make informed and appropriate decisions about the instructional needs and objectives of students who are learning to read.

The commissioner of education adopted several instruments for measuring early reading development and made recommendations in the areas of administration, training, and local responsibilities. During the 2000-01 school year, the agency revised and published a new *Commissioner's List of Approved Early Reading Instruments* and *Reading Instruments Guide* for distribution to all Texas school districts. The guide is also available on the TEA web site.

The most frequently used early reading measure is the Texas Primary Reading Inventory (TPRI). The TPRI is an informal, individually administered assessment that provides teachers with an additional tool for determining how well students are progressing as readers. The TPRI consists of a diagnostic screening and an inventory. The reading inventory section includes tasks that ask children to demonstrate their understanding of book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading ability, and comprehension development.

Reading Academies. Funds were allocated by the 75th Texas Legislature to establish intensive reading programs for students in Prekindergarten through Grade 8 to help districts meet the governor's challenge. The program goals and objectives include implementing research-based reading programs to prevent or remediate reading difficulties. This approach should involve parents, and is conducted preferably in an academy form that assesses reading skills, and monitors and evaluates student learning. The grants were awarded in three rounds, August 1998–August 2000, May 1999–August 2001, and beginning in January 2001. The funds for 1999–2000 were awarded to two groups. Round 1 districts (34 districts and ESCs) in Year 2 received $5,122,541 continued funding, serving 2,669 teachers and 47,034 students. Round 2 districts (21 districts and ESCs) in their first year of funding received $6,484,422, serving 1,728 teachers and 38,354 students, and in Year 2 received $5,850,581 continued funding, serving 1,488 teachers and 32,818 students. In Round 3, Reading Academies awarded $5,000,000 to 51 districts to implement programs for struggling readers (reading two or more years below grade level) in Grades 6 through 10. Recipients of grants use the funds for a variety of programs including after-school reading academies, professional development for teachers, a Prekindergarten and Kindergarten language literacy laboratory, instructional staff, instructional and diagnostic materials, library reading materials, and family partnerships.

Parental Involvement. Involving parents in their child's education is especially important in the early years. *Beginning Reading Instruction: Practical Ideas for Parents* has been developed in English and Spanish to provide parents with information and activities to use as they help their children learn to read. This document has been distributed to all elementary school principals and all local PTA presidents. In addition, the agency provided school districts with both an English and Spanish version of a parent brochure explaining the promotion requirements set forth by the 76th Texas Legislature in Senate Bill 4. Beginning in the 2002-03 school year, students in Grade 3 must pass the reading portion of Texas Assessment of Knowledge and Skills (TAKS) before they can be promoted to the next grade level, without the involvement of a grade placement decision-making committee. Students will have to pass both the reading and the mathematics sections of TAKS in Grade 5 in the 2004–2005 school year and in Grade 8 in 2007-08 in order to be promoted without committee involvement.

Focus on Professional Development. The Texas Center for Reading and Language Arts (TCRLA) was selected to coordinate a system of teacher education and professional development in language arts. A web site provides teachers access to up-to-date information and a forum for discussion. TCRLA brings nationally known reading experts to Texas to serve as resources for the regional ESCs. TCRLA developed professional training programs for Kindergarten and first-grade teachers that focused on preventing reading failure. During both the 1999-2000 and the 2000-01 school years, training was provided for Kindergarten teachers. First-grade teachers were provided training during the 2000–01 school year, and training for the second-grade teachers began during the spring of 2001. The professional development for all Texas Kindergarten, Grade 1, and Grade 2 teachers is delivered in four day academies through the ESCs in a trainer-of-trainers model. Additional TCRLA special projects include the Texas Family Literacy Center, the Special Education Reading Project (SERP), and Texas Reading Leaders. The purpose of these projects is to continue supporting educators as they implement the TEKS and Reading Initiative goals. The research and evaluation component of the TCLRA has several projects that help educators use the TEKS in effective practices. Some of these projects include grouping for effective instruction, evaluation of the Texas Reading Academies, middle school comprehension studies, effective reading instruction for special education students, and ways in which research-based interventions are translated into classroom practice.

ESC Liaisons. Each of the 20 ESCs has a Texas Reading Initiative liaison. These liaisons work through the Office of Statewide Initiatives and the Curriculum and Professional Development Division at TEA to distribute information about the reading initiative and answer questions from districts and campuses with regard to implementing the Texas Reading Initiative. The liaisons meet several times a year to receive training on the latest research in reading instruction, including implications for classroom instruction. Additionally, each ESC has a dyslexia liaison to work with the districts in their respective areas. The liaisons meet several times a year to update their information and to receive training.

Master Reading Teacher. House Bill 2307, implemented during the 76th Texas Legislature, established the Master Reading Teacher (MRT) Grant Program and MRT Certification. The program provided $12,000,000 in funds to initiate the MRT program and to pay stipends for certified master reading teachers in designated positions at high-need campuses. The State Board of Educator Certification (SBEC) established standards for certification, approved MRT training entities, and developed frameworks for the certification examination, a pretest to be administered by training entities. SBEC approved 34 colleges and universities, 11 ESCs, and two districts as training entities. The agency identified high-need campuses in 370 districts. Some larger campuses qualified for two MRT stipends.

Accelerated Reading Instruction Program. Senate Bill 4, implemented during the 76th Texas Legislature, requires school districts to provide accelerated intensive reading instruction that addresses reading deficiencies as determined by the Grades K–2 reading instruments. The districts determine the form, content, and timing of these early intervention programs. In 1999–2000, each school district in Texas received funds for Accelerated Reading Instruction Programs in Kindergarten, based on the number of students who did not pass the reading TAAS in Grade 3. During the 2000-01 school year, the program was expanded to Grade 1.

Mathematics

The state curriculum standards streamline the mathematics program and raise the level of rigor expected at each grade level and course. Although fewer topics are addressed at each grade level, they are studied in greater depth than under the essential elements. Now, fewer course options are available at the high school level than in previous years. The high school program is designed to ensure that all students complete a course sequence that is on or above grade level before completing high school. In 1994, the SBOE eliminated low-level high school mathematics courses, requiring all students in Texas to take Algebra I and two additional credits in mathematics, which can be selected from Geometry, Algebra II, Mathematical Models with Applications, or advanced level courses. Students can take advanced mathematics courses including Precalculus, Advanced Placement (AP) Calculus, AP Statistics, International Baccalaureate (IB) courses, and independent study courses. As a result of efforts to raise expectations, enrollment in and completion of core mathematics courses for the Recommended High School and Distinguished Achievement Programs have continued to increase. New requirements for graduation under the recommended program include Algebra I, Algebra II, and Geometry. Because the TAKS exit-level test, to be administered beginning in the 2002-03 school year, will include content from Algebra I and Geometry, minimum graduation requirements in mathematics will include both courses, beginning with all students entering ninth grade in 2001-02.

Professional development for teachers of mathematics is a critical component of implementing the TEKS. TEA contracted with the Charles A. Dana Center at the University of Texas at Austin to serve as the Center for Educator Development in mathematics. In October 1994, Texas received a four-year grant of $2 million per annum from the National Science Foundation (NSF) to support the Texas Statewide Systemic Initiative (Texas SSI) housed at the Dana Center. This project was funded for an additional five years beginning in 1998. The state of Texas provides $1 million in matching funds each year. The SSI and the Center for Educator Development developed a Mathematics Tool Kit, an Internet resource, and a CD-ROM that include a wealth of activities and resources to assist teachers and administrators.

Additional professional development training and materials have been developed for mathematics through the Texas Teachers Empowered for Achievement in Mathematics and Science (TEXTEAMS) project funded by the federal Dwight D. Eisenhower Mathematics and Science Education Program. TEXTEAMS has produced 35 professional development modules for all levels of mathematics. Additionally, the project has developed five-day professional development institutes for teachers of Prekindergarten and Kindergarten, Grades 1–2, and Grades 3–5 students. At the secondary level, the professional development institutes include Rethinking Middle School Mathematics-Proportionality Across the TEKS, Algebraic Reasoning Across the TEKS, and Numerical Reasoning Across the TEKS for Grades 6-8. Algebra I: 2000 and Beyond and Geometry for All are both available for Texas teachers. Algebra II/Precalculus and Rethinking Secondary Mathematics: Algebraic and Geometric Modeling are offered to all interested secondary teachers. Several new institutes under development for release in 2002 include Rethinking Secondary Mathematics-Statistical Reasoning Across the TEKS and an in-depth secondary mathematics institute. Operating on a trainer-of-trainers model, two representatives from each ESC and many from the larger districts have been trained to deliver each institute to teachers. The ESCs have been instrumental in providing other professional development on implementing the TEKS.

Texas Math Initiative. In 2001, the 77th Texas Legislature passed House Bill 1144, which created the Texas Math Initiative, patterned after the state's reading initiative. The impetus for the new initiative came from a growing concern that Texas secondary students need a stronger foundation in problem solving, logic and reasoning skills, algebra, geometry, and calculus. The goals are to:

- identify best practices and proven research-based models for mathematics instruction;
- give teachers a clear understanding of the math skills expected of students and the best instructional practices to enhance student performance;
- bring together teachers, administrators, and math experts to build consensus on reform efforts;
- empower teachers, parents, and school districts to enact meaningful changes that will provide measurable results;
- provide alignment between the Texas Essential Knowledge and Skills (TEKS), textbooks, and assessments;
- recruit and retain more highly trained math teachers; and
- ensure that students are afforded the opportunity for responsive intervention and instruction if they fall behind their classmates in understanding basic mathematics concepts.

Research and evaluation efforts for the Texas Math Initiative will focus on the following:

- identify school districts and campuses that appear to perform consistently better than expected in preparing students for TAAS and Algebra I End-of-Course tests; and

- identify the characteristics, educational policies, and practices of those districts and campuses that help to explain their higher performances. The focus is upon middle school math and Algebra I End-of-Course performance. However, portions of the analysis also pertain to elementary school mathematics as well as reading performance both for middle schools and elementary schools.

Other new programs will include the following:

- a Master Mathematics Teacher Certificate to be created by the State Board of Educator Certification;
- professional development workshops for teachers to enhance the teaching of mathematics to students in Grades 5-8;
- math leadership training for vertical teams in school districts;
- a mathematics diagnostic instrument that will help educators assess students' math skills, inform instructional practice and provide intervention for students working below grade level or struggling with math concepts;
- identification of pilot sites in each education service center region to provide district-based, intensive, after-school and summer mathematics instruction and intervention programs for students; and
- assistance for teachers in grading math homework and assessments.

Science

The Science TEKS reflect a shift to include more content. While the essential elements focused entirely on science process skills, the TEKS emphasize both content and process skills. In keeping with the results and recommendations of the Third International Mathematics and Science Study (TIMSS), the science content is focused so that students investigate each topic in depth. The science skills that are developed are observation, problem solving, and critical thinking. In addition, the TEKS incorporate scientific investigation skills throughout the grades and integrate the science disciplines of life, earth, and physical sciences throughout the elementary and middle school grades. The TEKS also require that all high school science courses devote 40 percent of their time to laboratory and field investigations.

Student enrollment in and completion of higher-level science courses continues to increase with growth in enrollment in Chemistry and Physics courses. The advanced science program consists of the AP and IB courses, which prepare students for the rigor of college science courses. In addition, six courses offered in conjunction with Career and Technology Education can now be counted toward meeting high school graduation credits in science, further expanding the options for students.

The Science Center for Educator Development (CED) was reestablished through a competitive bid process in the spring and summer of 2000. The contract was awarded to Region IV ESC for the 2000-01 school year. The contract has been extended for the 2001-02 school year. In year one, the Science CED developed three professional development modules, called *Bridging to TAKS*, that target the needs of the elementary and secondary educators, as well as administrators, as they prepare for the TAKS. Trainer-of-trainer workshops were conducted on the *Bridging to TAKS* modules throughout the state. Under agency auspices, the Science CED serves as the convener of the new Texas Urban Science Council (TUSC), which assembles the science consultants from the twenty largest school districts in the state to discuss challenges in science education specific to large districts. Year Two will focus on the development of an on-line tutor for the Integrated Physics and Chemistry course, assembling and providing professional development for laboratory and field investigations for Grades K-8, as well as continuation of professional development in *Bridging to TAKS*.

In addition to the work of the Science CED, the Statewide Systemic Initiative (SSI), located at the Charles A. Dana Center at the University of Texas at Austin, continues to provide training through TEXTEAMS, on the science TEKS to science supervisors, ESC representatives, and master teachers in a trainer-of-trainer model. The SSI maintains a previously developed Science Tool Kit web page, a technology-based program that will help school districts develop a local curriculum based on the TEKS. The Tool Kit's framework, available on the web and CD-ROM, provides schools with access to safety regulations, equipment recommendations, certification requirements, and other components of a high-quality science program. In addition, the SSI sponsors several other programs that complement the TEKS implementation efforts of the agency, including an Informal Science Network and Building a Presence for Science. The SSI works closely with the Urban Systemic Initiatives and the Rural Systemic Initiative. During fall 2001, the Dana Center will convene the first cadre of fellows of the Texas Academy of Science Education Leadership (TASEL). A goal of TASEL is to provide fellows with knowledge of research and best practice in critical skills and strategies for effective leadership.

New for the 2001-02 school year is the Comprehensive Assessment Training in Science (CATS) project. Funded by the agency, the CATS project focuses on tools for teacher quality and student success in a series of teacher-as-leader workshops. The CATS Administrative Symposia were conducted at ten locations throughout the state by the Center for Leadership in Science, Mathematics, and Technology at the Alamo Community College District. In fall 2001, CATS Institutes will be conducted to provide teachers, supervisors, and others with information and skills in vertical alignment of curriculum, coherence in assessment, instruction, and curriculum and web site support. The community college district also conducts the Texas Science Summit and supports the Texas Science Hall of Fame.

Other activities also support establishing and disseminating quality science programs statewide. Regional Collaboratives for Excellence in Science Teaching, funded by federal Dwight D. Eisenhower Mathematics and Science Education Program funds, have the goal of empowering teachers to lead systemic reform in science education. This is done through high quality, sustained, and intensive mentoring that includes 105-130 contact hours with educators and teacher leaders in each of the 20 collaboratives throughout the state in each ESC region. The focus of the staff development is on strengthening content and pedagogy for teachers. The regional collaboratives also provide staff development on the Science TEKS and the new science framework. Many collaboratives offer graduate courses for teachers leading to a masters degree in science. The regional collaboratives have forged strong ties with business partners that enable them to provide state-of-the-art technology training to their teachers and other educators.

The Texas Environmental Education Advisory Committee (TEEAC) continues to increase professional development sites for teachers. More than 130 TEEAC sites provide professional development in environmental education to Texas teachers. TEEAC representatives receive training in implementing the Science TEKS. The *Eye on Earth* television program produced by the T-STAR television network provides teachers with resources from state natural resource agencies that will help implement the TEKS.

Science staff from the agency convenes the Executive Consortium to coordinate professional development initiatives in science. Invited to participate are directors of major professional development initiatives in the state, including the Rural Systemic Initiative and the Houston Urban Systemic Initiative (HuLinc), as well as the Southwest Education Development Laboratory.

Social Studies

The Social Studies TEKS in all grade levels and courses include strands in history, geography, economics, government, citizenship, culture, science technology and society, and social studies skills. The eight strands are integrated for instructional purposes, with the history and geography strands establishing a sense of time and a sense of place. The skills strand, in particular, engages students in a greater depth of understanding of complex content material through analyzing primary and secondary sources and applying critical-thinking and decision-making skills. In addition, the science technology and society strand provides students with an opportunity to evaluate how major scientific and technological discoveries and innovations have affected societies throughout history.

A variety of elective courses is included in the Social Studies TEKS. For example, Special Topics in Social Studies and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for state graduation credits. Another new elective course is Social Studies Advanced Studies developed for students who are pursuing the Distinguished Achievement Program (DAP). This course is intended to guide students as they develop, research, and present the mentorship or independent study advanced measure of the DAP.

As in the other content areas, the Social Studies TEKS are clearer and more specific than were the essential elements. An example of the increased specificity of the Social Studies TEKS can be seen by comparing the requirements at Grade 4 from the essential elements and from the TEKS regarding the Texas Revolution. The essential elements stated that students should have the opportunity to "explain basic facts about the founding of Texas as a republic and state," as compared to the TEKS, which state that, students should "analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto".

To provide social studies educators with the professional development necessary to implement the TEKS, the agency established the Social Studies Center (SSC) jointly directed by staff at Texas A&M University and ESC Region VI in Huntsville. The SSC has worked with teams of trainers from each of the 20 ESCs. Training for the teams has centered on appropriate content and pedagogy that supports the Social Studies TEKS and helps districts prepare for the new statewide TAKS tests in social studies.

At its September 2000 meeting, the SBOE approved two new courses—AP Human Geography and AP World History—to be first implemented in the 2001–02 school year. AP World History may be substituted for World History Studies, and districts have the option of offering AP Human Geography either as a one-half credit elective course or a one-credit course that could substitute for World Geography Studies.

Collaborative projects have begun between agency social studies staff and a number of organizations desiring to provide curriculum materials and professional development opportunities for social studies teachers. These include the Texas Environmental Education Advisory Committee, the Institute of Texan Cultures, the Fort Worth Museum of Science and History, and the Lyndon Baines Johnson National Historic Park.

Economics with Emphasis on the Free Enterprise System and Its Benefits

One-half credit in Economics with Emphasis on the Free Enterprise System and Its Benefits is required in all graduation plans. The TEKS for the high school economics course reflect an emphasis on the nature of economics, the American free enterprise system and its benefits, the relationship between government and the American economic system, and international economic relations.

Languages Other Than English

The development of meaningful language proficiency remains the goal for programs in Languages Other Than English (LOTE). Program emphasis is on the development of the linguistic skills of listening, speaking, reading, and writing, and in the knowledge of culture and language. The TEKS for LOTE are described within five areas—communication, cultures, connections, comparisons, and communities—and reflect performance expectations for various lengths of learning sequences.

Several initiatives ensure effective implementation of the TEKS in Texas language classrooms. These are: (1) *A Texas Framework for Languages Other Than English*, a curriculum framework developed to help teachers in schools implement the TEKS; and (2) The Center for Educator Development (CED) in Languages Other Than English, a resource site to assist with the professional development of LOTE educators in the implementation of the TEKS. In addition to establishing an interactive and functional web site for LOTE educators as a professional development resource, the LOTE CED has produced and sent to all schools briefs and quarterly newsletters related to professional development. Also, the LOTE CED produced materials and trained a statewide network of facilitators to allow all schools with LOTE programs the opportunity to access professional development on a variety of topics of importance to LOTE teachers, including: *Peer Coaching and Mentoring for Teachers of LOTE; TEKS for LOTE/Overview; TEKS for LOTE/Classroom Implementation*; *TEKS for LOTE/Addressing Assessment*; and *TEKS for LOTE/Curriculum Development*. Materials will also be available in late 2001 on the topic of *Spanish for Spanish Speakers*.

A five-part video series, *Learning Languages Other Than English: A Texas Adventure,* has been developed illustrating the TEKS for LOTE in action in classrooms around the state. The series is available through the LOTE Center for Educator

Development for use by districts for professional development purposes.

An agreement among TEA, the State Board for Educator Certification, and Spain's Ministry of Education and Culture has established several programs that provide school districts, their teachers, and their students opportunities to employ visiting teachers, sponsor study abroad experiences, and initiate cultural exchanges.

The LOTE program in Texas schools has experienced moderate growth in enrollment at most levels in most languages, with significant increases in Spanish classes. Instructional materials have been in place under the current textbook cycle since the 1996 and 1997 adoptions for exploratory languages, French, German, Latin, and Spanish.

Health Education

The primary goal of the Health Education TEKS is to assist in the development of health literacy among students. Health literacy is the ability to obtain and understand health information and be able to use it in ways that enhance health. Many serious health issues, including using tobacco, alcohol, and other drugs; unhealthy dietary behaviors; physical inactivity; and sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, can be established during youth and extended into adulthood. The aims of health education are to prevent such behaviors and to improve the health of adolescents and adults.

After the Health and Physical Education TEKS were approved by the SBOE in 1997, attention turned to providing assistance to school districts to implement the TEKS. In February 1998, TEA established a contract with Texas A&M University to provide the leadership and fiscal responsibility associated with the development of the TEKS Implementation Project. The major component of the Texas A&M project was the development and dissemination of a TEKS video series in both health and physical education that would serve as a useful tool for implementing the TEKS. In April 2000, more than 600 video packages were mailed to school districts, university teacher preparation programs, and ESCs in Texas.

In 1999, TEA moved the Health and Physical Education Project from a university setting to an ESC. Thus, the TEKS Implementation Project evolved into the Health and Physical Education Center for Educator Development. In February 2001, a contract was established with Region XII ESC in Waco to continue the work of the TEKS Implementation Project.

Senate Bill 162, 75th Texas Legislature, amended TEC §28.002, to state that "the State Board of Education, in consultation with the Texas Department of Health and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum." To comply with this statute, the Texas Department of Health and the Texas Diabetes Council recommended the Child and Adolescent Trial for Cardiovascular Health (CATCH) materials developed by the National Heart Lung and Blood Institute as a program that a school district may use in the health curriculum. CATCH materials were recommended based on age appropriateness, comprehensiveness, continuity of instruction, compliance with national school health education standards, cost effectiveness, attention to diabetes risk factors, proven effective behavioral changes, compliance with existing physical education requirements, and simple integration into existing activities. In January 1999, the SBOE unanimously recommended approval of the CATCH materials as the diabetes education program that a school district may use in its health curriculum required under TEC §28.002(a)(B).

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's report on physical activity and health in 1996, 60 percent of adults do not achieve the recommended amount of regular physical activity. The TEKS in Physical Education were adopted to help address these challenges.

The TEKS emphasize traditional concepts, such as movement skills, physical fitness, and social development, as well as enjoyment of physical activities. The TEKS encourage physical education instructors to address additional wellness components, such as nutrition, safety, and making decisions about health issues. The TEKS implementation project described under Health Education also includes a video series and instructional manual involving physical education at all grade levels.

In addition, the SBOE adopted a textbook in Physical Education called *Foundations of Personal Fitness*. The textbook, which became available for classroom use in September 1997, focuses on teaching students about becoming fit for a lifetime.

Fine Arts

A high-quality fine arts education cultivates the whole child, gradually developing many forms of literacy while enhancing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. All students should have access to a deep and rich education in the arts in order to gain an understanding of human experiences, both past and present. In the arts, students learn to creatively express themselves, respect the ways of others, and solve problems in varied and difficult situations. The arts are a vital component to the process of teaching and learning and can transform the entire culture of a school and community. The arts are a powerful tool for bridging cultural differences, for teaching other academic disciplines, and are essential to an educational system that values diversity.

The subject areas encompassed by the Fine Arts TEKS are art, dance, music, and theatre. The TEKS in these subject areas are organized into four strands—perception, creative expression/performance, historical/cultural heritage, and response/evaluation. At the high school level, a wide array of courses provides choices for students studying the arts as a lifelong interest or career. One credit in a fine arts course is required for graduation in both the Recommended High School and the Distinguished Achievement Programs.

The Center for Educator Development in Fine Arts (CEDFA), which is housed at Region XX ESC in San Antonio, was established in 1998–99 to support TEKS implementation. The center serves as a coordinated statewide fine arts network to support leadership in each of the four fine arts subject areas. Through CEDFA and its web site, teachers and administrators are able to obtain pertinent information relating to the TEKS, including methods to incorporate these learning standards into effective instruction. The agency, in a partnership with CEDFA and Region XX ESC, is developing products, processes, and strategies to aid Texas teachers in increasing student achievement in fine arts content. Examples of these initiatives are as follows:

Fine Arts Curriculum Frameworks. Fine Arts Curriculum Frameworks, which are aligned with the Fine Arts TEKS, have been provided to all Texas school districts, colleges and universities, and ESCs to help educators develop local curricula and increase student achievement in the fine arts. The Frameworks may also be viewed and downloaded from the CEDFA web site or purchased from Region XX ESC.

Texas Fine Arts Summit. The Texas Fine Arts Summit, which is a collaborative project of TEA, CEDFA, Region XX ESC, and the Texas Commission on the Arts, is an annual statewide gathering of fine arts educators and stakeholders to generate increased support for fine arts education in Texas public schools. All ESCs are invited to participate in the Fine Arts Summit with expectations of conducting similar statewide professional development activities for fine arts educators.

Fine Arts Training Cadre. The Fine Arts Training Cadre consists of recognized master teachers in art, dance, music, and theatre who are trained each year by CEDFA in preparation for the Texas Fine Arts Summit. Names of Cadre members are provided to regional ESCs and school districts statewide as highly qualified fine arts education experts who have been trained by CEDFA in workshop presentations.

Fine Arts Video Series. Two Fine Arts video series titled, *Fine Arts Education: Portrait for Excellence* and *Proof of Performance: Fine Arts in Texas Schools,* have been produced by TEA and CEDFA in conjunction with the T-STAR Communications Network. These video series highlight the Fine Arts TEKS and cover art, dance, music, and theatre. The videos are available for checkout by school districts through ESCs, and may be purchased from Region XX ESC.

Technology Applications

Technology Applications focuses on the teaching and learning of technology skills in Grades Prekindergarten through 12. In this curriculum, "technology" refers to the use of computers and related technologies such as digital cameras and microscopes, scanners, and hand-held digital devices. As a part of this academic curriculum, students use technology to access information related to their studies and analyze and evaluate that information. They use technology to record and organize new information, allowing them to synthesize and make connections to other knowledge and skills. Students use technology to communicate their new knowledge with others. In the classroom, students are fully immersed in a learning process that promotes deep and complex understanding, and technology is used to facilitate this learning.

The Technology Applications curriculum was built on the premise that students acquire Technology Applications knowledge and skills in a continuum beginning at the elementary level and continuing through the secondary level. Technology Applications standards were developed and adopted for Grades K–12. The TEKS found in 19 TAC Chapter 126 describe what students should know and be able to do using technology. The Technology Applications TEKS are divided into four strands for all grade levels: foundations; information acquisition; work in solving problems; and communication. These strands are not linear and can be used in any order. With these common strands, the use of technology can be tied to the TEKS in other curriculum areas. The goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels. Being able to acquire information, solve problems, and communicate using technology is important for students and educators today as well as in their future. These Technology Applications TEKS are important for life-long learning in a digital age.

Technology Applications TEKS are divided into grade clusters for Grades K–2, 3–5, and 6–8, and courses for Grades 9–12. Students should demonstrate proficiency with the TEKS before they exit the benchmark Grades of 2, 5, and 8. Interim grade-level expectations are local definitions of strategies that build toward student success. While the Technology Applications TEKS are specific to technology, it is expected that the TEKS at Grades K–8 are not taught in isolation but are the proficiencies necessary for integrating technology into the foundation and enrichment curriculum. These TEKS continue to be applied across the curriculum in Grades 9–12. In addition, they are the prerequisites for eight high school courses, including Computer Science I and II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. The courses offer opportunities for in-depth study of technology at the high school level.

All high school graduates are required to have one technology application graduation credit under all graduation plans. The SBOE approved courses to count for the Technology Applications graduation credit. Students who take any of the eight courses in Technology Applications TEKS, Chapter 126 receive this credit. In addition, there are courses in Career and Technology Education that students can take to earn this credit.

Prekindergarten Guidelines in Technology Applications. The Prekindergarten Guidelines for Technology Applications were made available to schools in December 1999. They communicate what three- and four-year-old students should know and be able to do using technology. This curriculum was added from the areas that were included in the essential elements to align with the TEKS.

Technology Applications Web Site. The Technology Applications web site was developed to provide official information and resources for implementing the Technology Applications curriculum. It includes information about the Technology Applications curriculum, TEKS, graduation credit, professional development opportunities, and other resources. It is found at www.tea.state.tx.us/technology/ta.

Technology Applications Promising Practices T-STAR Series. To help educators who teach or provide professional development for Technology Applications, a nine-part television series was developed highlighting promising practices in the implementation of the Technology Applications TEKS in schools across the state. This series can be accessed in digital format from the Technology Applications web site. Each video segment is approximately 30 minutes long.

Technology Applications Center for Educator Development. The Technology Applications Center for Educator Development (CED) was established through the Texas Center for Educational Technology at the University of North Texas. The Technology Applications CED has developed and compiled resources for teaching and learning the Technology Applications TEKS for Grades K–12 and for integrating these TEKS across curriculum areas. The Technology Applications CED provides resources and a mechanism to share via a web site. These resources can be accessed from the Technology Applications web site.

Instructional Materials. Computer literacy and computer science materials were made available to schools in previous textbook/instructional materials adoptions. However, there are no adopted instructional materials for the elementary level or for the new high school courses including Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. Schools use resources and materials provided by the Technology Applications CED as well as other sources to assist with the implementation of Technology Applications. The call for Technology Applications instructional materials has been made in Proclamation 2001 (Volume I). The State Board of Education approved and issued this proclamation in May 2001. This proclamation will allow for subscription-based submissions that will be reviewed through the state's adoption process. They will be available to schools in 2004-05. Information on the adoption process and Proclamation 2001 is available on the Textbook Administration web site at www.tea.state.tx.us/textbooks.

Other Resources. Several other resources support the Technology Applications TEKS and the integration of technology throughout all curriculum areas. The state-funded technology allotment has provided $30 per student per year since 1992. With this allotment, schools can purchase hardware, software, and training. In addition, grant opportunities are available from many sources, including the Telecommunications Infrastructure Fund and the Technology Literacy Challenge Fund. Through Technology Preview and Training Centers at ESCs, district personnel receive hands-on experience and an orientation to state-of-the-art technologies for classroom use. They also receive staff development on the integration of technology into the teaching and learning process. Technology institutes, video-conferencing sessions, and other professional development opportunities were offered through each ESC. For more information on services provided by the ESCs, visit www.tea.state.tx.us/technology/esc. Many districts, professional organizations, and businesses provided and continue to provide professional development focusing on technology applications.

Career and Technology Education

The subject areas encompassed by Career and Technology Education TEKS are home economics education, agricultural science and natural resources education, trade and industrial education, technology education/industrial technology education, marketing education, business education, and health science technology education. The TEKS for each program area within Career and Technology address rigorous and relevant academic skills that students need for continuing education and employment. Whenever possible, the TEKS include interdisciplinary content. Most Career and Technology Education TEKS were designed to include components that encourage students to use technology.

In order to provide school districts with maximum flexibility in offering career and technology courses that meet local needs, the agency approved several innovative career and technology courses during the biennial period. Among the innovative courses approved are: Internetworking Technologies I and II; Animal Biomedical Science; Early Childhood Professions I and II; Operating Systems II, III, and IV; Personal Finance Education; Careers in Education; Basics of Pathology; and Diagnosis and Management of Computer Systems I and II.

Strategies to assist school districts in implementing the TEKS have included web sites, TEKS implementation guides for each career and technology subject area, regional and statewide workshops, and weeklong summer conferences for career and technology educators, counselors, and administrators. The workshops and conferences provided participants with information on broad educational initiatives as well as in their specific subject areas. Participants also received training in recent technological advances related to program disciplines, and current information on state and federal rules and regulations.

In addition to development of the Career and Technology TEKS, the agency revised the *State Plan for Career and Technology Education*, as required in TEC §29.182. The plan is based on the statutory goals for Career and Technology Education established in TEC §29.181. The plan was developed as a guide to assist districts in their efforts to offer effective career and technology education programs that prepare students for further education and eventual employment. The plan rests on the premise that career and technology education should complement and enhance rigorous academic preparation by enabling students to apply academic principles to a variety of community and career situations. The plan strongly supports local control of Texas public schools by offering strategies school districts may choose to implement based on local needs and decisions.

During the 1998–2000 biennium, enrollment in secondary career and technology education programs rose, from 689,800 students during the 1998–99 school year to 721,470 students during the 1999–2000 school year (unduplicated counts).

Kindergarten and Prekindergarten Education

The TEKS for Kindergarten are found in the TAC for each content area, excluding Career and Technology Education. The placement of Kindergarten TEKS under each discipline represents a change from the essential elements, which were placed under four developmental domains—social/emotional development, intellectual development, aesthetic development, and physical development. This organizational change from developmental domains under the essential elements to subject area-specificity under the TEKS still allows an integrated developmental approach to the Kindergarten curriculum. The Kindergarten TEKS focus on academic content of what five-year-olds are expected to know and be able to do; they apply to both full- and half-day programs.

Following the adoption of the TEKS in 1997, the essential elements at all grades, including Prekindergarten, were repealed. In 1999, at the request of the commissioner of education, a working group of educators and community members from across the state convened to draft guidelines for a Prekindergarten curriculum that school districts could use on a voluntary basis. Development of the guidelines drew upon the expertise of Texas educators, nationally recognized individuals, professional organizations, and university personnel. The guidelines were distributed to school districts and various educational groups in early 2000. The Prekindergarten guidelines are intended to help educators make informed decisions about curriculum content for Prekindergarten children and define and implement a comprehensive curriculum that will provide many opportunities for our youngest students to achieve knowledge and skills.

The Prekindergarten guidelines are based on knowledge of theory and research about how children develop and learn. The guidelines reflect a greater emphasis on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and what they should be able to achieve. Finally, the guidelines provide a means to align the Prekindergarten programs with the TEKS curriculum.

The Prekindergarten guidelines describe specific goals in each content area. The intent of this organizational design is to ensure that all three- and four-year-old children have the opportunity to strive towards these goals. The guidelines help to build connections between subject matter disciplines by organizing the large amounts of information children must learn into a set of meaningful concepts. Because there is no state-required Prekindergarten curriculum, the use of these guidelines is voluntary. TEC §29.153 contains the statutory requirements concerning Prekindergarten education.

Implementing the Texas Essential Knowledge and Skills

In addition to the professional development opportunities already cited, implementation of the TEKS is promoted through adoption of textbooks, through access to school library resources, and through administration of the statewide assessment based on the TEKS.

Textbooks and Other Instructional Materials

In 1997, the SBOE voted to move to a single subject-area adoption process for Kindergarten through Grade 12 (see Table 8.1 on page 120). This process is designed to align adoption of instructional materials in one content area with review of the TEKS in that content area (as well as with the statewide assessment). The adoption cycle was extended from six to eight years. In keeping with TEC §31.002, however, textbooks in the foundation areas will be reviewed after six years to determine whether new textbooks are needed sooner.

The transition to this new approach is contained in Proclamation 1997, which focuses on two subject areas—English language arts and reading and science, Grades 1–5. Books in these content areas are fully aligned with the TEKS and were used in classrooms in fall 2000. Proclamation 1998 focuses solely on English language arts and reading, including Spanish language arts and English as a second language. These instructional changes were adopted in fall 2000. Instructional materials for Science, Grades 6-12, submitted under Proclamation 1999, are scheduled for adoption by the State Board of Education in November, 2001.

T-STAR

Texas School Telecommunications Access Resource (T-STAR) provides information and resources for Texas Grades K-12 teachers to meet the Texas Essential Knowledge and Skills in a variety of subject areas. These programs offer educators examples of promising practices in many curriculum content areas.

School Libraries

Within a few short years educators replaced the vocabulary term "knowledge explosion" with that of "information age". Librarians altered their terminology from "library skills" to "research and study skills". The current descriptor for the evolution of these activities is "information skills". These denote a commitment to assist students in developing the skills necessary for purposeful inquiry, informed decision-making, and lifelong learning. Information-literate students are the result of teachers and librarians working together to establish collegial relationships that support collaborative planning and teaching. Research and study skills are no longer taught in isolation, but are based on classroom curriculum. This process results in students engaged in extended, inquiry-based, individual and group projects that incorporate information literacy skills. Libraries emphasize the role of technology, both instructional and informational, to enhance student learning. Librarians work with teachers so that students can use technology in innovative ways across the curriculum. Student experiences are designed that use technology in authentic ways, selecting appropriate technology resources, and collaborating with the learning community to plan, design, implement, and continually refine effective, student-centered technology experiences.

Library Standards. The five components of School Library Standards focus on activities that will result in a student who is information literate. The first component, Library Learning Environment provides opportunities for students to access library resources at the point of information need. Second is Curriculum Integration that provides access beyond the instructional day and supports the need for a variety of print, electronic, and on-line information sources thus integrating technology into the TEKS. The third component is the Library Program Management which supports the concept of a librarian as manager who plans, organizes, staffs, directs, reports, and budgets for the school library program. Within the scope of this standard is the description of a librarian who uses strategic planning concepts to develop policies and procedures, long-range plans, and operational tasks. This planning process ensures a library program that provides exemplary service for students and staff. Resources, the fourth

(Continued on page 122)

Table 8.1 Adoption Cycle for Foundation and Enrichment Subjects
November 2001

Proclamation 1996 **State Adoption 1998** **Implementation 1999-2000** Mathematics, Grades K-8 Mathematics (Spanish), Grades K-6 Geology, Meteorology & Oceanography Aquatic Science World History Studies Technical Theatre I-IV Choir 1-3	**Proclamation 1997** **State Adoption 1999** **Implementation 2000-2001** English Language Arts & Reading, Grades K-1 Reading, Grades 2-3 Spanish Language Arts & Reading, Grades K-1 Spanish Reading, Grades 2-3 Literature, Grades 9-12 Science, Grades 1-5 Science (Spanish), Grades 1-5
Proclamation 1998 **State Adoption 2000** **Implementation 2001-2002** English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 Reading, Grades 4-5 Spanish Reading, Grades 4-5 Literature, Grades 6-8 Spanish Literature, Grade 6 English for Speakers of Other Languages, Grades 9-12 Communication Applications English Language Arts Electives	**Proclamation 1999** **State Adoption 2001** **Implementation 2002-2003** Science, Grades 6-12 Science (Spanish), Grade 6
Proclamation 2000 **State Adoption 2002** **Implementation 2003-2004** Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 Prekindergarten Economics with Emphasis on Free Enterprise	**Proclamation 2001** **State Adoption 2003** **Implementation 2004-2005** Biology, Grades 9-12 English as a Second Language, Grades K-8 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Education Biology, Advanced Placement
Proclamation 2002 **State Adoption 2004** **Implementation 2005-2006** Health Education, Grades 1-12 Languages Other than English Fine Arts Physical Education	**Proclamation 2003** **State Adoption 2005** **Implementation 2006-2007** Kindergarten - All Subjects Mathematics, Grades 1-5 Mathematics (Spanish), Grades 1-5

Table 8.1 (continued) Adoption Cycle for Foundation and Enrichment Subjects
November 2001

Proclamation 2004 **State Adoption 2006** **Implementation 2007-2008** Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6	**Proclamation 2005** **State Adoption 2007** **Implementation 2008-2009** English Language Arts & Reading, Grade 1 Spanish Language Arts & Reading, Grade 1 Reading, Grades 2-5 Spanish Reading, Grades 2-5 Literature, Grades 6-12 Spanish Literature, Grade 6
Proclamation 2006 **State Adoption 2008** **Implementation 2009-2010** English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 English as a Second Language, Grades 1-8 English I-II for Speakers of Other Languages Speech, Grades 7-8 Speech Communication Public Speaking I-III Communication Applications Debate I-III Journalism Advanced Broadcast Journalism Photojournalism	**Proclamation 2007** **State Adoption 2009** **Implementation 2010-2011** Science, Grades 1-12 Science (Spanish), Grades 1-6
Proclamation 2008 **State Adoption 2010** **Implementation 2011-2012** Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-12 Prekindergarten Systems Economics with Emphasis on Free Enterprise	**Proclamation 2009** **State Adoption 2011** **Implementation 2012-2013** Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Applications
Proclamation 2010 **State Adoption 2012** **Implementation 2013-2014** Health Education, Grades 1-12 Languages Other than English Fine Arts Physical Education	**Proclamation 2011** **State Adoption 2013** **Implementation 2014-2015** Kindergarten – All Subjects Mathematics, Grades 1-5 Mathematics (Spanish), Grades 1-5

(Continued from page 119)

component, provides students and faculty members opportunities for research, reading, and life-long learning. Fifth is the Facilities Component that ensures a barrier-free learning environment, access to a centralized collection of information resources, and access to an electronically networked telecommunications infrastructure.

Learner impact statements are woven into all levels and throughout the components to ensure that resources are current, in good repair, selected according to district-adopted board-approved selection policies, and reflect an appropriate balance among print, software, and electronic resources. Outdated and worn library materials are regularly discarded according to guidelines generally accepted by the library profession.

The Texas Library Connection. The mission of the Texas Library Connection (TLC) is to ensure that all citizens of the school communities are provided current, relevant information resources regardless of a district's size or geographic location. This mission is accomplished by: (1) providing an integrated, statewide resource sharing system through which needed information resources are identified, accessed, and retrieved; (2) facilitating library technical services and local collection development; (3) providing appropriate electronic full text journals, newspapers, and other informational databases; and (4) enhancing the ability of participating libraries to contribute to and participate in local, state, and national resource sharing initiatives, including the academic library statewide initiative, TexShare, and the public library statewide initiative, the Texas State Electronic Library. Currently resources valued at more than $35,000 per campus are provided to the 5,230 campuses enrolled in TLC. An encyclopedia, magazines, journals, newspapers, primary source material, and a virtual catalog containing 4,519,191 items for interlibrary loan are available for use in classrooms and homes of students in participating campuses. Patrons used the periodical and newspaper database for 759,848 searches between September and May 2001. The Texas Library Connection Information Center (TLC-IC) was established at Region XX ESC in San Antonio. TLC-IC maintains membership, conducts staff development for ESC and district library staff throughout the state, gathers statistics on use of databases, and provides a toll-free Help Desk.

Research. Two studies of libraries have been conducted. The first was the Evaluation of the Effective Use of the Texas Library Connection. A survey of campuses that were TLC participants produced findings that led to the successful implementation of this statewide technology initiative. Library Services worked cooperatively with the Texas State Library in the second study to: (1) examine school library resources and services based on school library standards; (2) determine the impact of school libraries on student performance as measured by the percent of students who met minimum expectations on the reading TAAS; and (3) identify library practices in the best performing schools. Key results demonstrated higher TAAS performance at all educational levels in schools with librarians than in schools without librarians. Over 10 percent more students in schools with librarians than in schools without librarians met minimum TAAS expectations in reading. On average, 89.3 percent of students in schools with librarians, compared with 78.4 percent in schools without librarians, met minimum TAAS expectations in reading.

Texas Assessment of Academic Skills (TAAS)

The statewide assessment program includes the TAAS tests and end-of-course examinations. TAAS measures the statewide curriculum in reading and mathematics at Grades 3 through 8 and the exit level; in writing in Grades 4, 8, and the exit level; and in science and social studies at Grade 8. Spanish-language TAAS tests are administered at Grades 3 through 6. Satisfactory performance on the TAAS exit-level tests is a prerequisite to a high school diploma.

End-of-course examinations measure the statewide curriculum of certain high school courses (Algebra I, Biology, English II, and U.S. History) to ensure that high academic standards are being met. Demonstrating satisfactory performance on three of the four end-of-course tests is an additional means (in place of the exit-level TAAS) for students to be eligible to graduate. The end-of-course examinations will be phased out in 2003 when the new testing program, the Texas Assessment of Knowledge and Skills (TAKS), is implemented, replacing the TAAS.

The TAKS must be aligned with the TEKS. A key component of the alignment is that the specific skills tested on the TAKS are stated in the exact language used in the TEKS. In addition, any skills that were previously tested under the former curriculum, the essential elements, but are not found in the TEKS are no longer tested.

School year 1998–99 was a transitional year in the alignment process. The spring 1999 TAAS tested only previously tested skills common to both the TEKS and the essential elements. In 1999–2000, those skills found in the TEKS but not previously tested on TAAS were integrated into the TAAS. Students taking the TAAS administered in spring 2000 were tested on the TEKS that they would have studied during the previous two school years. Copies of the *Educator's Guide to the TEKS-based TAAS* at the elementary, middle, and high school levels were distributed to schools before that test administration. The Curriculum and Professional Development staff in the foundation areas are currently collaborating with the Student Assessment staff in the development of the objectives and test items for TAKS, the new statewide assessment aligned to the TEKS that will be implemented in 2003 in Grades 3–11.

Changes to the Curriculum Rules

The State Board of Education approved amendments to 19 TAC Chapter 74, *Curriculum Requirements* in July 2000. The board added Subchapter D. *Graduation Requirements, Beginning with School Year 2001-2002*. The revised graduation requirements in Subchapter D reflect a more rigorous and relevant curriculum. The three graduation plans, minimum, recommended, and distinguished achievement, were revised to reflect the necessary opportunities to learn content and skills that will be required on the new exit-level TAKS to be administered during the 2002-03 school year. The Chapter 74 revisions did not change the number of credits required for graduation but will ensure that every student will have received instruction and the opportunity to learn. Specifically:

- Geometry was added as a specific mathematics credit required for the completion of the minimum graduation plan.
- Two credits of science, consisting of Biology and Integrated Physics and Chemistry (IPC), were required in the minimum plan; however, a student also may complete both Chemistry and Physics as substitutes for IPC and the academic elective. To complete three credits of science in the recommended and distinguished achievement plans, one credit of Biology was prescribed with the additional two courses being selected from IPC, Chemistry, or Physics.
- Communication Applications also was identified as the only course that can be used to meet the one-half credit requirement in speech.
- Options I, II, and III were eliminated in the recommended and distinguished graduation plans to allow students more flexibility in selecting elective courses to complete the two plans.

Agency Contact Person

Ann Smisko, Associate Commissioner for Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The Division of Curriculum and Professional Development web page at www.tea.state.tx.us/curriculum/index.

19 Texas Administrative Code (TAC), Chapters 110-128, *Texas Essential Knowledge and Skills* (formats available include print, CD-ROM, and on the TEA web site at www.tea.state.tx.us)

19 TAC Chapter 74 *Curriculum Requirements; Chapter 74 handbook* (including information on graduation requirements and "frequently asked questions" on Chapter 74 topics); and *Chapter 74 questions and answers* (on the TEA web site)

Dyslexia and Related Disorders Handbook

Products and Services for TEKS Implementation on the TEA web site at www.tea.state.tx.us/curriculum

Long-range Plan for Technology, 1996-2010; and *Progress Report on Long-range Plan for Technology, 1996-2010*

The TEA Educator Resources web site at www.tea.state.tx.us/resources/

Web Site Addresses for the Centers for Educator Development (CEDs):

Bilingual/English as a Second Language
www.tcbee.org

Fine Arts
finearts.esc20.net/

Languages Other Than English
www.sedl.org/loteced/

Mathematics
www.tenet.edu/teks/math/

Science
www.tenet.edu/teks/science/

Social Studies
socialstudies.tea.state.tx.us/

Reading/English Language Arts
readingserver.edb.utexas.edu/

9. Deregulation and Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of the state's efforts to enable all students to achieve exemplary levels of performance.

Based upon this legislative direction, the Texas Education Agency (TEA) undertook a major effort to deregulate public education in this state. These actions include review and elimination of unnecessary State Board of Education (SBOE) rules, approval and support of open-enrollment charter schools, and removal of barriers to improved student performance by waiving provisions of federal and state laws. These actions to maximize local control support all four of the state's academic goals. These efforts also support the strategic plan goal of local excellence and achievement by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary performance in reading, and in the foundation subjects of English language arts, mathematics, science, and social studies.

Review of TEA Rules

In accordance with the 1998-99 General Appropriations Act, which established a four-year review cycle for all state agency rules, on March 27, 1998, the TEA filed with the Office of the Governor, Legislative Budget Board (LBB), and Secretary of State a review plan for all rules with effective dates on or before September 1, 1997. Revisions to the plan were filed on September 25, 1998, and June 13, 2000. The plan, as revised, scheduled the review of the 360 TEA rules that were in effect on September 1, 1997, to take place from September 1997 through August 2001. The rule review requirement is intended to determine whether the reason for initially adopting a rule continues to exist.

During the period of September 1997-August 2001, the TEA completed the review of all 360 SBOE and commissioner of education rules that were in effect on September 1, 1997. Of those 360 rules, the TEA readopted 236 and repealed 124. During this time period, TEA also repealed 19 rules and adopted 142 new rules in rule actions separate from the review process. In addition, the 541 Texas Essential Knowledge and Skills (TEKS) that the SBOE adopted in 1997 took effect beginning on September 1, 1998, increasing the total number of new rules becoming effective during the 1997-2001 time period to 683.

During the 1997-2001 review period, the number of non-curriculum SBOE rules that were in effect September 1, 1997, was reduced from 179 to 143, a decrease of 20 percent. During that same period, commissioner rules increased from 132 to 230, an increase of 74 percent. All of the new commissioner rules adopted during this time period were in response to legislation directing the commissioner to adopt rules for implementation of legislative mandates, including, in some cases, the transfer of authority from the SBOE to the commissioner of education.

Senate Bill 178, 76th Texas Legislature, 1999, amended the Texas Government Code by adding §2001.039, which codifies the review of existing state agency rules. Rules with effective dates on or after September 1, 1997, must be reviewed no later than four years after their respective effective dates. In accordance with this legislative requirement, the TEA filed the 2001-2005 review plan on August 16, 2000, for SBOE and commissioner of education rules. A revision removing the TEKS from this plan was filed July 23, 2001, in response to legislation (Senate Bill 467, 77th Texas Legislature, 2001) excluding the TEKS from the rule review requirement. The removal of the TEKS from the rule review plan does not impede the SBOE's ability to conduct a comprehensive review of the TEKS separate from the rule review process.

The review plan for SBOE and commissioner of education rules is available on-line at www.tea.state.tx.us/rules/home/.

The TEA has conducted ongoing rule reviews since its initial three-year sunset review of SBOE rules during the time period of 1991-1993. That three-year sunset review reduced the number of SBOE rules from 936 to 466, a decrease of 50 percent. The TEA also conducted a one-year review of SBOE rules during 1995-1996, resulting in a reduction of rules from 551 to 250, a decrease of nearly 55 percent.

Open-Enrollment Charter Schools

To further promote local initiative, the 1995 revision of the Texas Education Code established a new type of school, known as an open-enrollment charter school. Charter schools are subject to fewer state laws than other public schools and capitalize on innovative and creative approaches to educating students. In 1996, the SBOE authorized 20 charter schools. In 1997, the 75th Legislature granted the board the authority to approve 100 additional open-enrollment charters and an unlimited number of open-enrollment charters to serve students at risk of dropping out of school. As of July 2001, the SBOE had awarded a total of 223 charters. Of these, 4 had their charters revoked and 18 returned their charters. Of the 201 remaining charters, 181 are currently in operation and 20 are inactive primarily due to extensions granted by the SBOE to delay their starting dates or because their application specified a future opening date.

Table 9.1 Expedited and General State Waivers Approved in 2000-2001

Type of Waiver	Number	Percent
(Expedited)		
Staff Development	317	23.5%
Staff Development For Reading/Language Arts and Mathematics	123	9.1%
Conference	32	2.4%
Modified Schedule-Texas Assessment of Academic Skills (TAAS)	148	11.0%
Early Release Days	291	21.6%
(General)		
Course Requirements	48	3.6%
Certification	111	8.2%
Alternative Education Program Attendance	7	0.5%
Student Identification/Gifted and Talented	33	2.4%
Foreign Exchange Students	22	1.6%
Pregnancy-Related Services	26	1.9%
Textbooks	180	13.3%
Other Misc. Waivers	12	0.9%
Total Waivers Approved	**1,350**	**100.0%**

Charter schools are monitored and accredited under the statewide testing and accountability system. Like school districts, charter schools are rated based on Texas Assessment of Academic Skills (TAAS) performance and dropout rates. Charters were initially granted for a period of five years, with renewal dependent on performance. In the spring of 2001, the SBOE reviewed 18 first generation charter schools for renewal, granted 17 renewals, and tabled one pending the completion of 501(c)(3) status. Renewal contracts were awarded for 10 years with a five-year review. In addition to evaluation under the statewide accountability system, charter schools are evaluated annually by an independent evaluation team.

In 2001, the 77th Legislative Session passed House Bill 6 that made several changes to the charter school program. The commissioner of education assumed responsibility for amendments, renewals, and adverse actions up to and including charter revocation. The SBOE can award a charter only to applicants who meet the financial, governing, and operational standards adopted by the commissioner. In addition, the SBOE may award no more than 215 charters, unless the award is a charter granted to a college or university under new Subchapter E. Also, the requirement was removed for certain charter schools to maintain a student population at least 75 percent at risk of dropping out.

Additional information about charter schools and charter school students may be obtained from the Agency. Information derived from 2000-01 school year data will be available after November 1, 2001.

State Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. Based on this legislative direction, the TEA undertook a major effort to deregulate public education in this state. These actions include review and elimination of unnecessary SBOE rules and the removal of barriers to improved student performance by waiving provision of state law. These actions maximize local control and support local authorities in their efforts to enable all students to achieve exemplary levels of performance. During the 2000-2001 school year, the commissioner of education granted 1,350 expedited and general state waivers (see Table 9.1).

The type of waiver most frequently requested allows a district or campus to modify its calendar to make additional time available for staff development. For the 2000-2001 school year, the commissioner of education approved 317 waivers granting a maximum of three days for general staff development. These waivers for additional general staff development accounted for 23 percent of the general state waivers approved in school year 2000-2001. To encourage staff development related to reading/language arts and mathematics, the commissioner approved an additional waiver day for staff development related to reading/language arts and/or an additional waiver day for staff development related to mathematics. One additional day of staff development was approved for districts requesting to participate in eligible conferences appropriate to the individual's teaching assignment. A total of 155 districts requested one or all of these additional days for staff development.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. Class size waivers may be granted under the following criteria: (1) a district is unable to employ qualified teachers; (2) a district is unable to provide educational facilities; or (3) a district budgeted for a class size ratio of 22:1 in Grades Kindergarten through 4, but has a campus (or campuses) with enrollment increases or shifts that causes this limit to be exceeded by only one or two students in only one section at any grade level on any campus. Table 9.2 presents the class size waivers approved in the 2000-2001 school year.

Table 9.2 Class Size Waivers Approved in 2000-2001

Fall 2000	101
Spring 2001	100
Total for 2000-2001	201

The overall impact of general state waivers may be seen in improved student educational performance statewide, including rising TAAS scores and gains in the number of campuses and districts achieving *exemplary* status under the state's accountability rating system. In the school year 2000-2001, the number of *exemplary* districts increased to 178 districts, or to 17.1 percent of the total, and the number of *exemplary* campuses increased to 1,571, or to 24.2 percent of the total. The comparable numbers for the school year 1999-2000 were 168, or 16.1 percent of the districts, and 1,296, or 20.3 percent of the campuses. Texas Education Code §39.112, automatically exempts any school district or campus that is rated *exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined.

Education Flexibility Partnership Demonstration Program (Ed-Flex) Status

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. Ed-Flex is designed to help districts and schools carry out education reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal education programs in exchange for enhanced accountability for the performance of students.

During the 2000-2001 school year, the commissioner of education used his Ed-Flex authority to grant three administrative statewide waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex without the need for individual application.

The commissioner also granted statewide programmatic waivers on the following topics, which accounted for 94 percent of the programmatic waivers received by districts in 2000-2001:

1) *Title I, Part A Program*—This waiver eliminated the 50 percent poverty requirement for Title I, Part A schoolwide eligibility. This waiver applied to campuses that were eligible for Title I, Part A services, but which did not have at least 50 percent of its students from low-income families.
2) *Title II, Eisenhower Professional Development Program*—This waiver allowed the use of up to 25 percent of Title II Eisenhower Professional Development Program funds reserved for professional development in mathematics and science for professional development in reading/language arts and in social studies.
3) *Title II, Eisenhower Professional Development Program*—This waiver eliminated the 33 percent local cost share requirement for the Title II Eisenhower Professional Development Program.

An examination of waivers that have been in effect for two or more years shows that the evaluation requirements have been met by 69 percent of the schoolwide waiver recipients under Title I, Part A; 91 percent of the subject priority waiver recipients under Title II, Eisenhower; and 74 percent of the cost share waiver recipients under Title II, Eisenhower. These results demonstrate that the Ed-Flex Program is an important component in the state's reform efforts to improve student performance.

Agency Contact Persons

For information on the review of SBOE rules, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research and Cristina De La Fuente-Valadez, Manager, Division of Policy Planning, at (512) 463-9701.

For information on charter schools, Hugh Hayes, Deputy Commissioner for Initiatives and Administration, (512) 463-9354.

For information on general state waivers, Robert Muller, Associate Commissioner for Continuing Education and School Improvement, (512) 463-8532.

For information on federal Ed-Flex waivers, Nora Hancock, Associate Commissioner for Special Populations, (512) 463-8992.

Other Sources of Information

For a list of general state waivers granted by the commissioner of education, see the waiver report included in the agenda for each SBOE meeting. For additional information on the review of board rules, state waivers, and federal Ed-Flex waivers, see the agency's home page at www.tea.state.tx.us.

10. Administrative Cost Ratios

In 2001, the Texas Education Agency (TEA) examined the ratio of school districts' administrative expenditures to instructional expenditures as required by Section 42.201 of the Texas Education Code. The following information summarizes the methodology used to determine a district's administrative cost ratios for school year 1999-2000.

The administrative cost ratio for a school district is determined by dividing non-federal operating expenditures in general administration and instructional leadership by expenditures in instruction, instructional resources, curriculum development and instructional staff development, and guidance and counseling services. These ratios are compared to target standards set by commissioner's rule for districts within one of six average daily attendance (ADA) groups. Table 10.1 shows the statewide mean administrative cost ratio for the years 1988 through 2000.

Districts exceeding the applicable standard are required to either submit a plan to reach compliance during the next full school year or request a waiver from the commissioner. The commissioner has authorized a small number of waivers for districts that demonstrate justified costs over which the district has no control. Districts awarded a waiver are allowed a higher standard than other districts in the same ADA group but cannot exceed the standard established by waiver. If a district again exceeds the applicable standard or waiver standard during the subsequent school year, an amount equal to the excess administrative expenditures is withheld from state aid payments.

During the 1999-2000 school year, 13 districts exceeded the applicable administrative cost standard. These districts will have to meet administrative cost standards in the 2001-2002 school year or remit an amount equal to excess administrative costs to the state. Table 10.2 shows ADA groups, the standards set by commissioner's rule, and the distribution of districts that have exceeded standards for the past four years.

Agency Contact Person

For information on administrative cost ratios, contact Joe Wisnoski in the Department of School Finance and Fiscal Analysis at (512) 463-8994.

Table 10.1 Administrative Cost Ratios, 1988 Through 2000

1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
0.181	0.179	0.174	0.171	0.162	0.116	0.136	0.133	0.125	0.122	0.118	0.119	0.116

Table 10.2 Districts Exceeding Administrative Cost Standards, 1997 Through 2000

		Number of Districts				Percent of Districts			
ADA Group	Standard	1997	1998	1999	2000	1997	1998	1999	2000
10,000 and Above	0.1105	0	0	0	0	0%	0%	0%	0%
5,000 to 9,999	0.1250	0	0	1	0	0%	0%	2%	0%
1,000 to 4,999	0.1401	5	4	7	4	1%	1%	2%	1%
500 to 999	0.1561	3	2	5	4	1%	1%	2%	2%
Less than 500	0.2654	4	4	2	4	1%	1%	1%	1%
Sparse	0.3614	3	1	1	1	4%	1%	1%	1%
Statewide		15	11	16	13	1%	1%	2%	1%

11. District Reporting Requirements

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections (those that involve the submission of data in an exclusively electronic format) and paper collections. In most instances, districts are given the option to submit paper collections in an electronic format.

There are now several data requirements that depend on the submission of electronically formatted information from school districts. The most extensive of these systems is the general data collection known as the Public Education Information Management System (PEIMS). This data system gathers information about public education organizations, school district finances, staff, and students. A summary of the information types is shown in Table 11.1.

There are 148 data elements in PEIMS for the 2001-02 school year, and all reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. This large-scale data collection is designed to meet a number of data submission requirements in federal and state law. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education Information meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by this committee, which is comprised of representatives of school districts, regional education service centers, and legislative and executive state government offices.

In addition, the Information Task Force provides technical reviews of proposed changes to PEIMS data standards, and reports to the Policy Committee on Public Education Information. This group is made up of agency, school district, and regional education service center staff, and has conducted sunset reviews in 1991-92, and again in 1996-97, of all PEIMS data elements to minimize reporting burdens on school districts. A three-year sunset review process has been adopted as part of the ongoing responsibilities of the task force.

Table 11.1 Information Types in the PEIMS Electronic Collection

Organizations

- District name and assigned number
- Shared service arrangement types, fiscal agent, and identifying information
- Campus identification and certain program component information specific to that campus

Finances

- Budgeted revenue and expenditures for required funds, functions, objects, organizations, and programs
- Actual revenue and expenditures for required funds, functions, objects, organizations, and programs

Staff

- Identification information, including Social Security number and name
- Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
- Employment, including days of service, salary, and experience within the district
- Permits held by staff to perform certain job functions
- Responsibilities, including the types of work performed, its location, and, in some cases, the time of day

Students

- Identification, including a unique student number, name, and basic demographic information
- Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
- Attendance information for each six-week period and special program participation
- Course completion for Grades 9-12
- Graduated student information
- School leaver information
- Disciplinary actions

The agency maintains a system used for gathering information in an electronic format for the Child Nutrition Program Information Management System (CNPIMS). This data collection system is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through an Internet connection. There are approximately five principle entry screens with about 30 data elements in the CNPIMS for the 2001-02 school year, and all reporting requirements for the elements are documented online. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A comparable system for order entry of textbooks has also been developed at the agency. The Educational Materials (EMAT) system allows schools to place textbook orders over the Internet. There are multiple steps to the process, but school districts generally enter the materials code and a quantity to place an order.

School districts have been given the ability to enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) was implemented to allow users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive interstate information network for migrant students. This system is designed to allow student data to be shared among school districts serving migrant students. School districts now update certain basic contact and organizational data through a web-based application known as Ask TED (Texas Education Directory).

Certain applications for funding and related documentation for a limited set of grant programs can also be done online in an Internet-based application. Applications for Carl Perkins funds and certain funds managed by the Divisions of Special Education and Services for the Deaf can be completed and submitted over the Internet. Certain expenditure reports may also be completed online.

The Texas Education Agency allows paper collection instruments for certain information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead-time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values, or requires a more open reporting format than electronic formats provide.

Table 11.2 Bulletin 742 Summary for 2000-2001

Documents published and available on TEA web site		47
Business forms	23	
Data collection instruments	24	
24 Total Data Collections for 2001-2002		
Federal Requirements		10
Title I	5	
Emergency Immigrant Education	1	
Special Education	2	
Civil Action 5281	2	
State Requirements		12
Bilingual Education	1	
Special Education	1	
Transportation	2	
Other	8	
Both State and Federal Requirements		2
Adult Education	1	
Career and Technology	1	

Paper collection requirements are presented on the TEA web site, along with a downloadable version of each collection instrument. This form of publication replaces the published paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The web site publication has excluded certain short-term data collections, such as one-time surveys or transitional collection systems.

The Texas Education Agency Data Approval Committee (TEADAC) is made up of staff from across the agency. In addition to conducting a sunset review of documents in Bulletin 742, the committee is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make paper collections more effective and less burdensome. The result is a much smaller set of paper collections, which are categorized in Table 11.2.

The sources of remaining data requirements are also shown in Table 11.2. The number of paper collections has been substantially reduced in part due to elimination of statutory requirements or the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of affected students, staff, or campuses. In the basic form, the 24 data collection instruments have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

Agency Contact Persons

Nina Taylor, Customer Support, Consulting, and Training, (512) 463-9049 (Bulletin 742 and General Questions); Karen Cornwell, Data Quality, Enterprise Data Management Program, and Information Requirements Clearinghouse (512) 463-8110 (Information Planning and Information Requirements Clearinghouse); Joe Wisnoski, School Finance and Fiscal Analysis, (512) 463-8994 (TEADAC).

Other Sources of Information

2001-02 Public Education Information Management System Data Standards; TEA web site www.tea.state.tx.us.

12. Texas Education Agency Funds and Expenditures

One of the Texas Education Agency's (TEA) primary functions is to finance public education with funds authorized by the Texas Legislature. The majority of the funds administered by the TEA are passed from the agency directly through to school districts. The agency will administer $14.4 billion in public education funds in fiscal year (FY) 2002 or the 2001-02 school year and $14.7 billion in FY2003 or school year 2002-03.

Method of Financing for FY2002 and FY2003

Table 12.1 presents the funds within three major methods of financing that TEA received, General Revenue Fund, Federal Funds, and Other Funds. The majority of funds (76.9%) for FY2002 come from the General Revenue Funds, with 18.5 percent from Federal Funds and 4.6 percent from Other Funds.

TEA Administrative Budget for FY2002

As can be noted in Table 12.2 on page 104, the largest percent (41.4%) of funding comes from the Available School Fund.

State and Federal Funds Passed Through TEA to School Districts, Charter Schools, and Regional Education Service Centers, FY2002

TEA retained very little state and federal funds received at the agency in FY2002. As shown in Table 12.3 on page 104, 99.2 percent of the state funds received and 98.7 percent of the federal funds received were passed through the agency to school districts, charter schools, and regional Education Service Centers (ESC). Compared to other state education agencies, TEA consistently leads in having the highest percent of appropriations that are passed through to school districts, charter schools, and ESCs.

Table 12.1 Texas Education Agency, Method of Financing, FY2002 and FY2003

Method of Financing	FY2002	FY2003
General Revenue (GR) Fund		
General Revenue Fund	$250,100,996	$262,718,239
Available School Fund	$866,601,184	$1,498,401,184
State Textbook Fund	$687,181,938	$119,015,938
Foundation School Fund	$8,492,009,502	$8,588,217,215
GED Fees	$677,550	$677,550
GR MOE for Temporary Assistance for Needy Families	$2,000,000	$2,000,000
Earned Federal Funds	$4,294,661	$4,294,661
Lottery Proceeds	$807,000,000	$799,000,000
Subtotal, General Revenue Fund	$11,109,865,831	$11,274,324,787
GR Dedicated - Read to Succeed Account	$5,325	$5,325
Federal Funds		
Federal Health, Education and Welfare Fund	$1,849,423,233	$1,863,037,899
Federal School Lunch Fund	$810,982,039	$859,382,039
Federal Funds	$6,100,000	$6,500,000
Subtotal, Federal Funds	$2,666,505,272	$2,728,919,938
Other Funds		
Telecommunications Infrastructure Fund	$18,903,600	$18,903,600
Appropriated Receipts - Attendance Credits, estimated	$621,500,000	$692,600,000
Interagency Contracts	$135,000	$135,000
Interagency Transfer (System Benefit Fund)	$27,200,000	$7,300,000
Subtotal, Other Funds	$667,738,600	$718,938,600
Total, Method of Financing	$14,444,115,028	$14,722,188,650
Total Full Time Equivalents (FTEs)	858.5	860.5

Table 12.2 Texas Education Agency, FY2002 Administrative Budget

By Method of Finance	Amount	Percent
General Revenue Fund	$23,176,731	18.06
Available School Fund	53,175,563	41.43
Textbook Fund	3,302,524	2.57
U.S. Dept. of Education Fund	25,852,789	20.14
Federal School Lunch Fund	2,901,146	2.26
Foundation School Fund	10,145,522	7.91
Telecommunications (TIF)	948,494	0.74
Other Federal Funds (IAC)	31,727	0.02
Interagency Contracts (State)	12,000	0.01
Earned Federal Funds	5,936,058	4.63
Miscellaneous Fees	401,759	0.31
Guaranteed Bond Program	4,094	0.00
GED Fees	695,476	0.54
Driver Training Fees	1,757,548	1.37
Total	$128,341,431	100.00

Note: Amounts do not include fringe benefits.

TEA Strategic Plan and TEA Expenditures

Agency planned expenditures for 2001-02 and 2002-03 presented in this chapter are linked to the goals and strategies of the agency strategic plan. This plan linked to planned expenditures is detailed in Table 12.4, with expenditures reflected at the strategy level.

Agency Contact Persons

Bill Monroe, Chief of Operations, (512) 463-9437 and Dan Arrigona, Senior Director, Strategy, Budget, and Royalties, (512) 463-9437.

Table 12.3 State and Federal Funds Received, Passed Through TEA, FY2002

State Funds	Amount	Percent
Administrative Budget	$93,619,711	0.8
State Funds Passed Through*	$11,679,695,384	99.2
Total State Funds	$11,773,315,095	100.0
Federal Funds		
Administrative Budget	$34,721,720	1.3
Federal Funds Passed Through*	$2,636,078,213	98.7
Total Federal Funds	$2,670,799,933	100.0

*Recipients include School Districts, Education Service Centers, etc.

Other Sources of Information

FY2002 Agency Annual Administrative and Program Strategic Budget; Legislative Appropriations for Fiscal Years 2002-2003, Texas Education Agency, August, 2001.

Table 12.4
2001-2002 and 2002-2003 Expenditures Under TEA Goals and Strategies

Goals and Strategies	2001-2002	2002-2003
A. Goal: STANDARDS OF ACHIEVEMENT AND EQUITY The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability and disbursing foundation program school funds.		
A.1.1. Strategy: ASSESSMENT The state's assessment system will continue to provide a basis for evaluating and reporting the extent to which an increasing share of the sutdents in the Texas educational system are achieving state goals for student performance.	$55,934,483	$53,434,483
A.1.2. Strategy: ACCOUNTABILITY SYSTEM Build the capacity of the state public education system by developing and implementing standards of district and campus accountability for the achievement of all students.	$0	$0
A.2.1. Strategy: FSP-EQUALIZED OPERATIONS Operate an efficient and equitable school finance system, disburse Foundation School Program (FSP) formula funding to school districts and charter schools, and ensure that formula allocations are accounted for in an accurate and appropriate manner.	$9,524,200,000	$10,355,039,000
A.2.2. Strategy: FSP-EQUALIZED FACILITIES Operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.	$759,600,000	$695,000,000
A.3.1. Strategy: INSTRUCTIONAL MATERIALS Provide students equitable access to instructional materials and technologies supporting the Texas Essential Knowledge and Skills (TEKS).	$684,166,000	$116,000,000
A.3.2. Strategy: TECHNOLOGY Support the implementation, maintenance, and expansion of a statewide technological infrastructure for education including the Internet; increase access to educational data; encourage school districts to plan for and implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration; and integrate technology into the curriculum in relation to the technology applications TEKS.	$45,540,096	$45,540,096
A.3.3. Strategy: IMPROVING EDUCATOR PERFORMANCE Continue to ensure teachers in Grades K-12 have access to quality reading instruction training; develop and implement professional development initiatives that	$68,677,243	$71,323,043

Table 12.4 (continued)
2001-2002 and 2002-2003 Expenditures Under TEA Goals and Strategies

Goals and Strategies	2001-2002	2002-2003
encourage collaboration between K-12 and higher education and ensure all educators access to training and evaluation tied to the Texas Essential Knowledge and Skills.		
Total, Goal A:	**$11,138,117,822**	**$11,336,336,622**
B. Goal: LOCAL EXCELLENCE AND ACHIEVEMENT The state public education system will foster local innovation, support local authority, and encourage regional, district, and university efforts to ensure that each student performs at grade level; demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies; and attains sufficient secondary credit to graduate on time.		
B.1.1. Strategy: ACADEMIC EXCELLENCE Build the capacity of school districts to plan and implement challenging academic, advanced academic, career and technology education, and bilingual/English as a second language education programs to ensure that all Texas students are prepared to gain entry level employment in a high-skill, high-wage job or continue their education at the post-secondary level.	$126,892,546	$129,892,545
B.1.2. Strategy: STUDENT SUCCESS Build the capacity of school districts to ensure that all Texas students have the skills they need to succeed; that all third grade students read at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	$280,092,204	$287,163,646
B.2.1. Strategy: ACHIEVEMENT OF STUDENTS AT RISK Build the capacity of school districts, regional education service centers, and service providers to develop and implement instructional support programs that ensure that students at risk attain the state's goal of exemplary performance and take full advantage of Texas' status as an Ed-Flex state.	$1,020,663,307	$1,028,043,307
B.2.2. Strategy: STUDENTS WITH DISABILITIES Build the capacity of regional education service centers, school districts, and service providers to develop and implement programs that ensure students with disabilities attain the state's goal of exemplary performance.	$571,578,925	$584,113,593
B.2.3. Strategy: SUPPORT PROGRAM Build the capacity of the state public education system by developing and implementing the academic	$48,327,327	$48,327,327

Table 12.4 (continued)
2001-2002 and 2002-2003 Expenditures Under TEA Goals and Strategies

Goals and Strategies	2001-2002	2002-2003
counseling and support service programs necessary for all students to demonstrate exemplary academic performance.		
B.2.4. Strategy: CHILD NUTRITION PROGRAMS Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.	$823,099,207	$871,699,207
B.2.5. Strategy: ADULT EDUCATION AND FAMILY LITERACY Build the capacity of the state public education system by encouraging school districts and service providers to provide and be accountable for adult education and family literacy programs and improving the adult literacy rate.	$67,074,192	$67,474,192
B.2.6. Strategy: SAFE SCHOOLS Enhance school safety and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to demonstrate exemplary performance in comparison to state and national academic standards in reading and the foundation subjects of English language arts, mathematics, science, and social studies.	$63,068,387	$63,700,100
B.2.7. Strategy: WINDHAM SCHOOL DISTRICT Build the capacity of the Windham School District within the Texas Department of Criminal Justice by ensuring that students are provided effective instructional and support services.	$71,115,423	$71,115,423
B.3.1. Strategy: REGIONAL TRAINING AND DEVELOPMENT The regional education service centers will facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	$61,020,160	$61,020,160
B.3.2. Strategy: DEREGULATION/SCHOOL RESTRUCTURING Encourage educators, parents, community members, and university faculty and personnel to increase involvement in education, improve student learning, and develop and implement programs that meet local needs and promote the successful integration of open enrollment charter schools into the Texas public education system.	$78,336,235	$78,873,235

Table 12.4 (continued)
2001-2002 and 2002-2003 Expenditures Under TEA Goals and Strategies

Goals and Strategies	2001-2002	2002-2003
Total, Goal B:	**$3,211,267,913**	**$3,291,422,735**
C. Goal: TEXAS EDUCATION AGENCY OPERATIONS The Texas Education Agency will fulfill its statutory responsibilities in building the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
C.1.1. Strategy: ACCOUNTABILITY OPERATIONS Develop and implement standards of district and campus accountability for student achievement and financial performance of districts by conducting research, reporting results, and responding to districts and campuses not meeting state standards.	$13,208,419	$13,208,419
C.1.2. Strategy: SCHOOL FINANCE SYSTEM OPERATIONS Efficiently manage the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.	$30,625,856	$30,325,856
C.1.3. Strategy: IMPROVING INSTRUCTION OPERATIONS Provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the Texas Essential Knowledge and Skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.	$8,510,331	$8,510,331
C.2.1. Strategy: LOCAL AUTHORITY OPERATIONS Foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, and community members to develop programs that increase involvement in education, improve student learning, and meet local needs.	$6,514,927	$6,514,927
C.2.2. Strategy: SPECIAL POPULATIONS OPERATIONS Support access by all students to instructional programs based on the Texas Essential Knowledge and Skills.	$7,184,512	$7,184,512
Total, Goal C:	**$66,044,045**	**$65,744,045**
D. Goal: INDIRECT ADMINISTRATION		
D.1.1. Strategy: CENTRAL ADMINISTRATION	$10,142,675	$10,142,675
D.1.2. Strategy: INFORMATION RESOURCES	$18,542,573	$18,542,573
Total, Goal D:	**$28,685,248**	**$28,685,248**
Grand Total	**$14,444,115,028**	**$14,722,188,650**

13. Performance of Open-Enrollment Charter Schools

The first open-enrollment charter schools were authorized by the State Board of Education (SBOE) in 1996. To promote local initiative, charter schools are subject to fewer regulations than other public school districts (TEC §12.103). Many charters were established to serve predominantly students at risk of dropping out of school. Charter schools are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation.

The 77th Legislature required reporting of the performance of charter schools on the academic excellence indicators (TEC §39.051(b)) in comparison to the performance of other school districts. A separate comparison was required of the performance of charter schools predominantly serving students at risk of dropping out of school (TEC §29.081(d)) with other school districts (Senate Bill 702).

Charter schools are all relatively new. Although the first charters have now been in operation for 5 years, the majority of charter schools have been operating for 3 years or less. In 2000, there were 146 operational charter schools and 171 charter school campuses. In spring 2001, there were 168 operational charter schools and 201 charter school campuses. Charter schools are also relatively small: in 2000-01, the average campus enrollment was 164 students. In total, 38,044 students were served in charter schools in 2000-01.

Charter schools are monitored and accredited under the state testing and accountability system. Although some charter schools consist of more than one campus, charters do not receive district accountability ratings. Charter schools receive campus ratings only. Often, campuses that serve primarily students at risk of dropping out elect to be rated under the alternate accountability procedures. In 2001, 33.0 percent of charter school campuses were rated under the alternate accountability procedures. In comparison, of the 6,792 campuses that were not charter schools, 4.1 percent were rated under the alternative accountability procedures.

In the analyses that follow, charter schools with 51.0 percent or more of their students at risk of dropping out of school as reported through the Public Education Information Management System (PEIMS) data are referred to as *at-risk charters*. The designation *all charters* refers to all charter schools, both those serving primarily at-risk students and those not serving primarily at-risk students. The reference to *school districts* in this chapter refers only to regular school districts.

In 2000-01, 55.7 percent of charter school students participating in the English-version Texas Assessment of Academic Skills (TAAS) passed all tests taken (Table 13.1 on page 142). The percentage passing in at-risk charters was slightly lower – 53.1 percent. The average passing rate for the state, excluding charters, was 82.2 percent. Regardless of student group, subject, or grade, average passing percentages on the English-version TAAS in school districts were higher than in charters.

In some grade-levels and for some student groups, charters serving predominantly at-risk students outperformed charters as a whole. Specifically, Grades 4-7, and Hispanic and economically disadvantaged student groups at at-risk charters had higher passing rates on the English-version TAAS than other charters (Tables 13.2 on page 143 and Table 13.4 on page 144).

Note.
Please refer to Chapter 1 on the Academic Excellence Indicators and Chapter 2 on Student Performance for definitions and descriptions of indicators used. In addition, Chapter 9 on Deregulation and Waivers has information on the inception and growth of charters.

At-risk charters had strong performances among students taking the Spanish-version TAAS tests. In Grades 3 and 5 reading and Grade 4 mathematics and writing, charters serving predominantly at-risk students had higher passing rates than other charters and school districts (Table 13.3).

It is important to remember the changes in charter schools in terms of new campuses opening and others closing when comparing performance in 2001 to 2000. The passing rates for students in all charters and at-risk charters increased in all subject areas in 2001. The all charter passing rates improved for reading, mathematics, and writing for the majority of student groups. Hispanic and economically disadvantaged students at at-risk charters did better than these groups in all charters. On the Spanish-version TAAS, students in all charters made greater gains than students in school districts in Grades 3, 4, and 5 reading and Grade 4 writing.

The 1999-00 Grades 7-12 annual dropout rates for all charter students (6.1%) and at-risk charter students (7.0%) were higher than the rate for students in school districts (1.1%). The 2000 graduation rate of students in all charters (22.7%) was much lower than the rate for school districts (81.4%). The graduation rate of students in at-risk charters (24.2%) was higher than the all charter rate. From 1998-99 to 1999-00, the annual dropout rates for all students in all charters and school districts decreased; the rates for students in at-risk charters showed the greatest decrease in dropout rates. Students in charters improved their graduation rate to 22.7 percent, and students in at-risk charters more than doubled their graduation rate (24.2%).

The percentages of all charter students passing end-of-course examinations was 20 to 30 points below the percentages of school district students; at-risk charter students had lower passing rates than all charter students. The participation rate and percent meeting criterion on college admissions tests was higher in school districts than in all charters. From 1999 to 2000, on college admission tests, both all charter and at risk charter students showed decreased participation rates and a decrease in the percent of students meeting the criterion score, while students in school districts improved slightly in both areas.

Table 13.1 Percent Passing English-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, 2000 and 2001

	All Charters			*At-Risk Charters*[a]			*School Districts*[b]		
Subject Area	**2000**	**2001**	**Change**	**2000**	**2001**	**Change**	**2000**	**2001**	**Change**
Reading	70.9	72.0	1.1	69.2	71.2	2.0	87.4	89.0	1.6
Mathematics	61.9	67.1	5.2	61.1	64.7	3.6	87.5	90.3	2.8
Writing	62.6	64.8	2.2	57.9	60.0	2.1	88.3	88.0	-0.3
All Tests Taken	53.2	55.7	2.5	53.0	53.1	0.1	80.0	82.2	2.2

Note. Grades 3-8 and 10.

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

Percent Passing Texas Assessment of Academic Skills (TAAS)

The passing rates for students in charter schools taking the English-version TAAS in Grades 3-8 and 10 increased in all subject areas in 2001 (Table 13.1). However, the percentages of students passing in *all charter* and *at-risk charter* schools was markedly lower than the *school district* passing rates for all TAAS subject areas. The results for subjects by grade-level were mixed.

In reading, the *all charter* passing rate for students tested in Grades 3-8 and 10 was 72.0 percent (Table 13.1). There was a gap of 17.0 percentage points between the *all charter* students and *school district* students. In Grades 4-7, the *at-risk charter* group has higher passing rates than the *all charter* group. The *all charter* passing rate increased 1.1 percentage points over the previous year and most grade levels also made gains (Table 13.2). Grade 5 students demonstrated the most notable improvement, gaining 6.5 percentage points to achieve a passing rate of 73.3 percent.

In mathematics, the *all charter* 2001 passing rate for students tested in Grades 3-8 and 10 increased 5.2 percentage points from the previous year to 67.1 percent passing. Students in *school districts* had a passing rate of 90.3 percent, a 23.2 percentage point difference. The gap was a decrease from the previous year's difference of 25.6 percentage points. *At-risk charters* had a lower passing rate in mathematics than *all charters* when the grade levels were combined, but in Grades 4-8 the *at-risk charters* outperformed other charter schools. For charter schools as a whole, the majority of elementary grades made notable gains.

In writing, *all charter* students passing rate in Grades 4, 8, and 10 increased 2.2 percentage points to 64.8 percent. Grade 10 showed the largest improvement of 4.3 percentage points, with a 2001 passing rate of 63.5 percent. The gap between the percent passing for students in *all charters* and *school district* students of 23.2 percentage points was a decrease from the previous year's 25.7 percentage point gap. Students at charter schools with predominantly at-risk students did not perform as well as other charter schools in writing.

In science and social studies, *all charters* were 11.8 and 17.5 percentage points, respectively, behind *school districts* in passing rates (Table 13.2). *At-risk charters* were slightly below the *all charter* pass rates in both subjects.

The *at-risk charter* students taking the Spanish-version TAAS in 2001 had higher passing rates than *school district* students in several grades and subject areas: Grade 3 reading, Grade 4 mathematics, Grade 4 writing, and Grade 5 reading (Table 13.3). In addition, the *at-risk charters* had higher passing rates than *all charters* in all grades and subject areas. The most dramatic improvement from the previous year for *at-risk charter* students was an 83.3 percent passing rate on Grade 4 writing, which represented a gain of 63.3 percentage points.

Table 13.2 Percent Passing English-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, by Grade and Subject Tested, 2000 and 2001

	All Charters			*At-Risk Charters*[a]			*School Districts*[b]		
	2000	**2001**	**Change**	**2000**	**2001**	**Change**	**2000**	**2001**	**Change**
Grade 3									
Reading	64.1	64.4	0.3	61.2	54.0	-7.2	88.0	86.9	-1.1
Mathematics	41.0	49.2	8.2	43.9	46.4	2.5	80.7	83.3	2.6
Grade 4									
Reading	69.6	70.6	1.0	67.0	75.2	8.2	90.0	90.9	0.9
Mathematics	51.0	64.3	13.3	56.2	65.9	9.7	87.3	91.5	4.2
Writing	63.8	64.1	0.3	69.0	59.2	-9.8	90.4	89.4	-1.0
Grade 5									
Reading	66.8	73.3	6.5	71.6	76.6	5.0	87.9	90.3	2.4
Mathematics	66.3	75.9	9.6	75.2	82.7	7.5	92.2	94.7	2.5
Grade 6									
Reading	77.7	71.7	-6.0	84.1	82.0	-2.1	86.0	85.7	-0.3
Mathematics	76.0	77.5	1.5	82.6	80.8	-1.8	88.5	91.5	3.0
Grade 7									
Reading	76.2	78.6	2.4	82.3	80.3	-2.0	83.5	89.4	5.9
Mathematics	77.4	76.3	-1.1	81.6	77.1	-4.5	88.1	89.6	1.5
Grade 8									
Reading	79.8	80.3	0.5	74.4	77.2	2.8	89.6	92.0	2.4
Mathematics	75.6	74.9	-0.7	76.7	75.8	-0.9	90.2	92.5	2.3
Writing	65.7	67.3	1.6	64.8	62.5	-2.3	84.4	85.9	1.5
Science	77.4	80.1	2.7	74.0	79.2	5.2	88.2	91.9	3.7
Social Studies	55.7	59.5	3.8	53.9	58.2	4.3	71.8	77.0	5.2
Grade 10									
Reading	63.3	67.4	4.1	56.8	63.5	6.7	90.4	90.2	-0.2
Mathematics	44.3	53.7	9.4	36.6	49.8	13.2	87.0	89.5	2.5
Writing	59.2	63.5	4.3	53.6	58.7	5.1	90.9	89.3	-1.6

Note. Credit for end-of-course examinations is included in the passing rate.

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

Table 13.3 Percent Passing Spanish-Version TAAS in All Charter Schools, At Risk Charter Schools, and School Districts, by Grade and Subject Tested, 2000 and 2001

	All Charters			*At-Risk Charters*[a]			*School Districts*[b]		
	2000	**2001**	**Change**	**2000**	**2001**	**Change**	**2000**	**2001**	**Change**
Grade 3									
Reading	58.3	70.3	12.0	75.0	79.4	4.4	75.7	76.8	1.1
Mathematics	64.0	65.1	1.1	88.2	82.4	-5.8	75.1	83.5	8.4
All Tests Taken	52.0	57.8	5.8	70.6	73.5	2.9	66.4	71.6	5.2
Grade 4									
Reading	27.3	42.9	15.6	c	45.5	—	58.5	66.4	7.9
Mathematics	72.7	75.0	2.3	c	90.9	—	77.0	89.4	12.4
Writing	30.8	51.6	20.8	20.0	83.3	63.3	73.8	76.1	2.3
All Tests Taken	43.8	48.1	4.3	20.0	50.0	30.0	52.3	59.5	7.2
Grade 5									
Reading	16.7	64.7	48.0	d	80.0	—	52.6	71.8	19.2
Mathematics	50.0	60.0	10.0	d	c	—	76.8	87.2	10.4
All Tests Taken	16.7	52.9	36.2	d	80.0	—	50.3	69.6	19.3

Note. No charter school students took the Grade 6 Spanish-version TAAS.

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

[c] Fewer than 5 students were tested.

[d] No students were tested

TAAS by Student Groups

The *all charter* passing rates improved from 2000 to 2001 for reading, mathematics, and writing for the majority of student groups (Table 13.4). The two exceptions were the passing rate for reading for Hispanic students that was unchanged, and the passing rate for writing for White students which decreased 1.9 percentage points. In every subject, Hispanic and economically disadvantaged students at *at-risk charters* did better than the students at *all charters*. Regardless of the student group or subject, average passing rates were higher in *school districts* than in charter schools.

Progress of Prior Year TAAS Failers

Average Texas Learning Index (TLI) growth for students not passing TAAS the prior year increased in 2001 in reading and mathematics for *all charter* students, appreciably closing the gap between *school districts* and charter schools (Table 13.5). Gains in TLI growth were especially strong for *at-risk charters*. By increasing their TLI growth in reading by 4.22 to 8.53, *at-risk charter* schools passed the *all charters* average of 8.23, and closed part of the gap with *school districts* that had an average reading TLI growth of 10.91. TLI growth in mathematics at *at-risk charter* campuses was 8.44, compared to 9.52 for *all charter* campuses and 10.98 for *school districts.*

All charter schools improved the pass rates of students who had failed the TAAS the prior year, particularly in mathematics (Table 13.5). The all charter mathematics passing rate of TAAS failers increased 11.6 percentage points from the previous year to 37.4 percent. All charter and at-risk charter passing rates still lagged behind school districts on this indicator.

Table 13.4 Percent Passing English-Version TAAS in All Charter Schools, At-Risk Charter Schools, and School Districts, by Student Group and Subject Tested, 2000 and 2001

	All Charters			*At-Risk Charters*[a]			*School Districts*[b]		
	2000	2001	Change	2000	2001	Change	2000	2001	Change
Reading									
African American	61.9	64.0	2.1	58.8	58.4	-0.4	81.0	82.8	1.8
Hispanic	70.4	70.4	0.0	75.8	75.6	-0.2	80.7	83.5	2.8
White	82.6	85.1	2.5	68.5	72.2	3.7	94.3	95.1	0.8
Economically Disadvantaged	67.2	67.6	0.4	72.2	72.9	0.7	71.0	75.9	4.9
Mathematics									
African American	49.6	56.0	6.4	44.4	48.2	3.8	77.3	82.3	5.0
Hispanic	63.9	68.9	5.0	71.6	71.6	0.0	83.0	87.0	4.0
White	75.0	79.1	4.1	60.8	61.2	0.4	93.7	95.1	1.4
Economically Disadvantaged	60.0	64.4	4.4	66.4	68.5	2.1	81.1	85.5	4.4
Writing									
African American	55.6	59.6	4.0	48.2	49.7	1.5	82.7	83.2	0.5
Hispanic	60.6	64.4	3.8	63.3	66.1	2.8	82.4	83.1	0.7
White	73.1	71.2	-1.9	61.8	55.4	-6.4	94.0	93.0	-1.0
Economically Disadvantaged	58.3	62.4	4.1	59.7	65.1	5.4	81.4	81.9	0.5

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.
[b] Excludes charter schools.

TAAS Participation

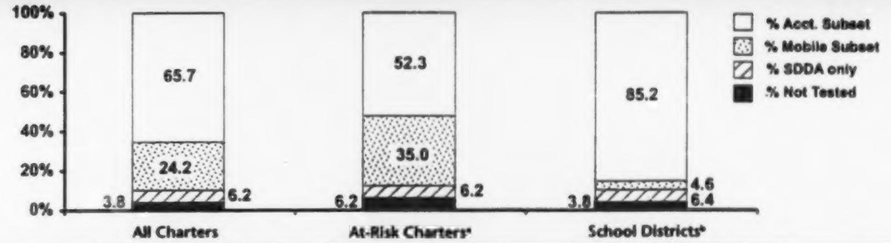
In 2001, 96.2 percent of *all charter* students and the same percentage of *school district* students were tested on TAAS. The percentage of students tested on *at-risk charter* campuses was lower (93.8%). The percentages of students in the accountability subsets of charter schools were much lower than that of *school districts*, especially campuses serving predominantly at-risk students. The mobile subset of *at-risk charter* campuses was 35.0 percent (Figure 13.1). The percentages of students tested with the State-Developed Alternative Assessment (SDAA) were relatively stable across *all charters, at-risk charters*, and *school districts.*

Table 13.5 Progress of Prior Year TAAS Failers in All Charter Schools, At-Risk Charter Schools, and School Districts, Reading and Mathematics, 2000 and 2001

	All Charters			*At-Risk Charters*[a]			*School Districts*[b]		
	2000	2001	Change	2000	2001	Change	2000	2001	Change
Reading TLI	5.61	8.23	2.62	4.31	8.53	4.22	9.34	10.91	1.57
Mathematics TLI	5.05	9.52	4.47	3.23	8.44	5.21	8.85	10.98	2.13
Percent Passing Reading	32.8%	36.8%	4.0%	28.4%	35.4%	7.0%	49.1%	52.3%	3.2%
Percent Passing Mathematics	25.8%	37.4%	11.6%	19.2%	34.0%	14.8%	50.0%	57.6%	7.6%

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.
[b] Excludes charter schools.

Figure 13.1 Student Exemptions on the TAAS and SDAA, All Charter Schools, At-Risk Charter Schools, and School Districts, Spring 2001



Note. The percentages of students tested in science and social studies only were 0.2 percent or less, so they are not shown in the figure.

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

End-of-Course Examinations

The percentages of *all charter* students passing end-of-course examinations in Algebra, Biology, English II, and U.S. History were 20 to 30 points below the percentages of *school district* students (Table 13.6). The percentages passing of *at-risk charter* schools were lower than the *all charter* averages, particularly in Biology. At *all charter* schools, 56.6 percent of students taking the Biology end-of-course examination passed, whereas as *at-risk charter* schools, 46.9 percent of students passed. *All charter* schools showed declines in percentages passing in 2001, compared to 2000. *School districts* also showed declines in Biology and English II. Participation rates were fairly stable at *school districts* from 2000 to 2001. Participation rates at *all charter* schools fell by 2 or 3 percentage points, to less than half the participation rates of *school districts.*

Table 13.6 Percent Passing and Participation in End-of-Course Examinations, All Charter Schools, At-Risk Charter Schools, and School Districts, 2000 and 2001

	All Charters			*At-Risk Charters*[a]			*School Districts*[b]		
	2000	2001	Change	2000	2001	Change	2000	2001	Change
Algebra I									
Percent Passing	19.8	19.5	-0.3	20.8	18.4	-2.4	44.0	49.3	5.3
Percent Taking	10.3	8.6	-1.7	7.6	7.4	-0.2	17.6	17.3	-0.3
Biology									
Percent Passing	60.7	56.6	-4.1	60.0	46.9	-13.1	80.4	80.0	-0.4
Percent Taking	12.0	9.7	-2.3	10.0	7.8	-2.2	24.1	24.0	-0.1
English II									
Percent Passing	53.7	53.0	-0.7	51.4	50.7	-0.7	77.8	75.2	-2.6
Percent Taking	10.9	8.5	-2.4	9.8	7.1	-2.7	22.0	22.2	0.2
U.S. History									
Percent Passing	47.2	41.8	-5.4	41.0	41.0	0.0	72.2	74.5	2.3
Percent Taking	11.6	9.0	-2.6	10.8	8.5	-2.3	18.8	18.7	-0.1

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

Annual Dropout Rate

The Grade 7-12 annual dropout rate for *all charter* students was 6.1 percent in 1999-00. This rate was 5.0 percentage points higher than the annual dropout rate for *school district* students (1.1%) (Table 13.7). The Grade 7-12 annual dropout rate for *at-risk charter* students was 7.0 percent in 1999-00.

Table 13.7 Annual Dropout Rates, Grades 7-12, All Charter Schools, At-Risk Charter Schools, and School Districts, 1998-99 and 1999-00

	All Charters			At-Risk Charters[a]			School Districts[b]		
	1998-99	1999-00	Change	1998-99	1999-00	Change	1998-99	1999-00	Change
African American	8.0	4.9	-3.1	10.6	5.7	-4.9	1.9	1.5	-0.4
Hispanic	8.6	8.6	0.0	10.4	9.1	-1.3	1.9	1.6	-0.3
White	2.8	3.3	0.5	4.0	3.9	-0.1	0.8	0.6	-0.2
Economically Disadvantaged	7.4	6.4	-1.0	8.8	7.1	-1.7	1.3	1.1	-0.2
All Students	7.2	6.1	-1.1	9.3	7.0	-2.3	1.4	1.1	-0.3

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

The 1999-00 annual dropout rates for African American, Hispanic, White, and economically disadvantaged students in *all charters* were higher than the rates for these groups in *school districts*. The largest gap was found between Hispanic students (8.6%) in *all charter* schools and Hispanic students (1.6%) in *school districts*. The 1999-00 annual dropout rates for African American, Hispanic, White, and economically disadvantaged *at-risk charter* students were higher than the rates in *all charters* and *school districts*.

From 1998-99 to 1999-00, the annual dropout rates for both *all charter* schools and *school districts* decreased. Among student groups, the *all charter* African American rate showed a 3.1 percentage point decrease from year to year while the *school district* rate for the same group showed a 0.4 percentage point decrease. The *all charter* Hispanic rate stayed the same (8.6%) while the *school district* Hispanic rate decreased (1.9% to 1.6%). The *all charter* White rate increased (2.8% to 3.3%) while the *school district* rate decreased (0.8% to 0.6%). The rate for *at-risk charter* schools decreased by 2.3 percentage points (9.3% to 7.0%). Among student groups, the *at-risk charter* rate for African American students showed the greatest decrease from year to year (10.6% to 5.7%).

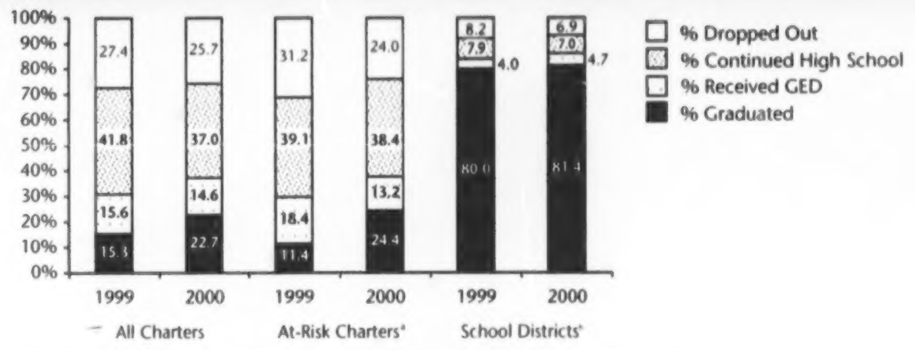
Student Attendance

The *all charter* attendance rate increased 1.5 percentage points from 1998-99 to 1999-00 to 91.8 percent. The *at-risk* charter attendance rate of 87.8 percent was lower than the *school district* rate of 95.6 percent.

Completion Rates/Student Status Rates

For the *all charter* class of 2000, the percent graduating (22.7%) increased from the previous year (15.3%), and the percent dropping out decreased from 27.4 percent to 25.7 percent (Figure 13.2). The class of 2000 *all charter* graduation rate was much lower than the *school district* graduation rate of 81.4 percent, and the longitudinal dropout rate was more than three times higher in *all charter* schools (25.7%) than *school districts* (6.9%). The *all charter* longitudinal continuation and GED rates were also higher than the *school district* rates. *At-risk charter* campuses had a slightly lower longitudinal dropout rate (24.0%) than the students in *all charters*.

Figure 13.2 Completion Rates/Student Status Rates, Grades 9-12, in All Charter Schools, At-Risk Charter Schools, and School Districts, Classes of 1999 and 2000



[a] Charters with 51.0 percent or more of students at risk of dropping out of school.

[b] Excludes charter schools.

Percentage Completing Advanced Courses

In 1999-00, the most recent year for which data were available, 12.1 percent of *all charter* students in Grades 9-12 completed at least one advanced course (Table 13.8). The rate was down slightly from the 1998-99 rate of 11.8 percent. The *at-risk charter* rate of 10.6 percent was lower than the *school district* rate of 19.8 percent. The *school district* rate was very slightly higher than the previous year's rate of 19.7 percent.

A higher percentage of African American students in *at-risk charters* (17.1%) completed at least one advanced course, compared to the *school district* average for African American students of 14.5 percent. The 17.1 percent rate for *at-risk charter* African American students represents a 7.0 percentage point increase from the previous year's rate for that group. Conversely, Hispanic and White *all charter* students completed fewer advanced courses than did Hispanic and White *school district* students. The gap between Hispanic students in *at-risk charter* schools and Hispanic students in *school districts* was 7.1 percentage points.

Percentage Completing Recommended High School Graduation Plan

For the class of 2000, 7.3 percent of *all charter* students met the requirements for the Recommended High School Graduation Plan, which was less than half that for the class of 1999. The *at-risk charter* students had a much smaller percentage who met these requirements in 2000 than in 1999, down to 3.4 percent from 31.8 percent. The *school district* rate was 38.8 percent, which also was a strong increase from the previous year.

The *at-risk charter* percentage of African American students who met the requirements (3.2%) was dramatically lower than the *school district* African American rate of 26.6 percent. The rate for White *at-risk charter* students was also lower than the *school district* rate for White students, 4.6 percent as compared to 43.1 percent. The Hispanic *at-risk charter* rate of 3.0 percent was considerably lower than the rate of 35.0 percent for Hispanic students in *school districts.*

TAAS/TASP Equivalency

Equivalency rates for the *all charter* class of 2000 showed 32.4 percent of graduates scored sufficiently high on TAAS (when they first took the test) to have a 75 percent likelihood of passing the Texas Academic Skills Program (TASP). This was a decrease from the *all charter* class of 1999 rate of 36.6 percent. Interestingly, the *at-risk charter* rate (32.6%) was slightly higher than the all charter average. But the at-risk charter rate was also a decrease from the 34.5 percent in 1999. In 2000, the *school district* rate was 58.6 percent and was an increase from the previous year's rate of 53.5 percent.

College Admissions Tests

The percent of *all charter* graduates who scored at or above the criterion score on the SAT I or the ACT I was 13.4 percent for the class of 2000, which was a decrease from the previous year (17.6%). The percent of graduates who took either college admission test for this group decreased from the

Table 13.8 Percent Completing Advanced Courses in Charter Schools, At-Risk Charter Schools, and School Districts, by Student Group, 1999 and 2000

	All Charters			At-RiskCharters[a]			School Districts[b]		
	1999	2000	Change	1999	2000	Change	1999	2000	Change
African American	14.9	17.4	2.5	10.1	17.1	7.0	14.8	14.5	-0.3
Hispanic	9.7	8.5	-1.2	9.9	8.3	-1.6	14.9	15.4	0.5
White	12.6	12.5	-0.1	9.0	6.5	-2.5	23.4	23.3	-0.1
Economically Disadvantaged	14.2	15.8	1.6	7.5	16.1	8.6	13.0	13.6	0.6
All Students	11.8	12.1	0.3	9.9	10.6	0.7	19.7	19.8	0.1

[a] Charters with 51.0 percent or more of students at risk of dropping out of school.
[b] Excludes charter schools.

previous year as well, by 9.4 percentage points, down to 7.4 percent. The *at-risk charter* percent of students scoring at or above the criterion dropped from 10.0 percent for the class of 1999 to 0.0 percent for the class of 2000, and the percent of these graduates taking the tests decreased 1.1 percentage points to 2.4 percent. For *school districts*, the class of 2000 percent scoring above the criterion score was 27.3 percent, up very slightly from the previous year's 27.2 percent. For *school district* students in the class of 2000, the percent taking either test was 62.7 percent, which was an increase from the previous year's 61.9 percent.

The average SAT I score for the *all charter* class of 2000 was 880, down from 894 the previous year. The average ACT I score of 18.4 for this group was an increase from the previous year's average score of 17.2. The *school district* class of 2000 had an average SAT I score of 990, and ACT I score of 20.3. For the *at-risk charter* class of 2000, the average score for the SAT I was 755, a decrease from the previous year's average score of 793. The mean ACT I score was not reported for this group.

Agency Contact Persons

For information on charter schools, Hugh Hayes, Deputy Commissioner for Initiatives and Administration, (512) 463-9354 and Susan Barnes, Assistant Commissioner, Charter Schools Division, (512) 463-9575.

Other Sources of Information

AEIS Performance Reports and Profiles for charter schools and campuses are available from each charter school, the agency's Division of Communications, (512) 463-9000, or on the TEA web site www.tea.state.tx.us/ under Performance Reporting.

District, campus, and charter school accountability ratings are also available on the TEA web site under Performance Reporting. The AEIS Glossary, which describes each item on the report, is also available via the TEA/Performance Reporting web site.

14. Character Education

House Bill (HB) 946, passed during the 77th Texas Legislature, 2001, allows, but does not require, school districts to offer character education programs.

To be designated a Character Plus School, a school's program must:

- stress positive character traits;
- use integrated teaching strategies;
- be age-appropriate; and
- be approved by a district committee.

During the 2001-2002 school year, the agency will conduct the first annual survey of schools to determine the impact of character education programs on student discipline and academic achievement, and to collect other related data. The agency will compile and then maintain and update a list of character education programs that school districts have implemented. In addition, the agency will designate those schools whose programs meet the criteria set out in HB 946 as Character Plus Schools.

Agency Contact Person

Ann Smisko, Associate Commissioner for Curriculum, Assessment, and Technology, (512) 463-9087.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.

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